ED 399 347 AA 001 277

Resources in Education (RIE). Volume 32, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 399 348 CE 070 730

Project ACCESS--Attainment of Competent Career Employment Skills for Success. School-to-Work Replication Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Education; Curriculum Development; *Education Work Relationship; *Employment Potential; *Job Skills; Program Development; Program Implementation; Secondary Education; Technical Education; *Vocational Education

This manual, produced and used in a project of the Central Oklahoma Area Vocational Technical School, provides direction for developing and implementing a school-to-work curriculum for secondary students. Based on the Central Oklahoma Vocational-Technical Model, the guide contains the following 11 sections: (1) blueprint for getting students ready for work based on the U.S. Department of Education's school-to-work system; (2) a description of Project ACCESS (Attainment of Competent Career Employment Skills for Success); (3) recruitment; (4) assessment; (5) advisement; (6) counseling and guidance; (7) curriculum; (8) skill development; (9) applied learning; (10) job placement; and (11) follow-up services. Throughout these sections, checklists, samples, scales, and examples are

ED 399 364 CE 072 412

Entrepreneurial Skills for Small Business. Exemplar Curriculum Document.
PUB DATE- Jun 94
NOTE- 64p.; Product of UNEVOC, the International Project on Technical and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Business Administration; Business Education; Competency Based Education; Curriculum Guides; *Entrepreneurship; Foreign Countries; Instructional Materials; Learning Activities; Learning Modules; Models; Planning; Postsecondary Education; Secondary Education; Self Employment; *Small Businesses

This model curriculum provides materials and information for a 200-hour course to provide training in entrepreneurial skills and small business management. It is designed to help students identify opportunities and have the knowledge, attitudes, and skills to develop innovative small business ideas into successfully managed small businesses. The first section covers these topics: target student group; curriculum length; delivery issues; options for sequencing delivery of the modules; requirements for entry, recognition of prior learning, and accreditation; and definitions of terms. The course consists of six modules: entrepreneurial skills; planning to start a small business; establishing a small business; managing and operating a small business; evaluating a small business; and entrepreneurial small business project. Each module lists the purpose, duration, and learning outcomes. Components provided for each learning outcome may consist of any or all of the following: learning outcome, assessment criteria, assessment, and range statement. Module 6 contains these additional materials: a list of entrepreneurial small business project topics; a list of 130 print and video reference and support material; and a list of 8 suitable textbooks. The section following the modules outlines the principles that underpin the development of the curriculum: significance of lifelong learning, role of competency statements, and curriculum flexibility. Two final sections suggest guidelines for implementation and evaluation. (YLB)

ED 399 365 CE 072 413

Financing Technical and Vocational Education: Modalities and Experiences.
PUB DATE- 96
NOTE- 52p.; Product of UNEVOC, the International Project on Technical and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Apprenticeships; Corporate Support; Developing Nations; *Educational Finance; *Federal Aid; Financial Policy; *Financial Support; Foreign Countries; Postsecondary Education; Private Financial Support; Secondary Education; State Federal Aid; Technical Education; *Vocational Education
IDENTIFIERS- Brazil; Ivory Coast; Korea; Mauritius; Singapore

The two papers in this document explain various options and modalities for UNEVOC (International Project on Technical and

ED 399 381 CE 072 429

National Profiles in Technical and Vocational Education in Asia and the Pacific: India.
PUB DATE- 95
NOTE- 44p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-428.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Economic Development; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Employment Problems; Females; Foreign Countries; Futures (of Society); Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools; Womens Education
IDENTIFIERS- *India

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in India. The seven parts of the document provide information about the following: geography and education, structure of the educational system, national educational policy, management and financing of the technical education system, the vocational education and training system, and challenges and future perspectives. Some of the highlights are as follows: (1) India has a long tradition of education, both formal and informal; (2) the modern education system was started around 1854 with the implementation of Macaulay's recommendations and was based on British colonial interests--but still was opened up to the masses; (2) the literacy rate is about 52 percent, with about 64 percent of males and 39 percent of females being literate; (3) the literacy rate varies considerably from state to state; (4) the educational system has 5 years of primary education, 5 years of secondary education, and 2 years of general or vocational education (grades 11-12); (5) university education and professional education is mostly privately offered; (6) there has been great growth in polytechnic education, requiring either 10 or 12 years of previous schooling; (7) most of the polytechnics offer 3-year diploma courses in engineering, although some offer electronics, computer science, medical laboratory technology, and other skill; and (8) planned changed in the Indian economy will require the technical education system to become more flexible and efficient. (KC)

ED 399 382 CE 072 446

Jansen, Duane G.; Lewis, Wiley B.
Potential Impact of the Implementation of Cluster Programs in Trade and Industrial/Technical Education in Colorado. Final Report.
SPONS. AGENCY- Colorado State Community Coll. and Occupational Education System, Denver.
PUB DATE- 30 Jun 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)

ED 399 399 CE 072 484

Baldwin, Janet; And Others
The Literacy Proficiencies of GED Examinees: Results from the GED-NALS Comparison Study.
PUB DATE- Dec 95
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Comparative Analysis; *Educational Attainment; *Educational Certificates; Educational Research; *High School Equivalency Programs; Scores
IDENTIFIERS- *General Educational Development Tests; *National Adult Literacy Survey (NCES)

A comparison study used the National Adult Literacy Survey (NALS) to describe the English-language literacy skills of individuals who passed the Tests of General Educational Development (GED Tests) and of those who did not. The research explored what the GED and NALS instruments measured in common and what was measured separately. Findings indicated that higher scores on the GED Tests corresponded to higher scores on the NALS literacy assessments. Passing the GED Tests tended to distinguish between persons whose literacy skills were in the moderate range and those whose skills were more limited. The probability of passing the GED Tests rose for each increase in demonstrated level of literacy. The average literacy scores of adults who passed the GED Tests fell within the moderate range on all three literacy scales--regardless of the test taker's age, sex, race or ethnicity, country of origin, geographic region, or disability status. About 3 in 10 GED test takers reported they were currently or previously enrolled in a program other than regular school to improve their basic skills. Employed examinees had higher average quantitative literacy scores than unemployed examinees. The GED Tests and the NALS instruments both assessed skills that appeared to represent verbal comprehension and reasoning. The GED Tests seemed to tap unique dimensions of writing mechanics and mathematics, the NALS--unique dimensions of document literacy. (Appendixes include methods, definitions of variables, and 18 data tables.) (YLB)

ED 399 400 CE 072 485

Baldwin, Janet, Ed.
Who Took the GED? GED 1995 Statistical Report.
PUB DATE- 96
NOTE- 46p.; For earlier reports, see ED 387 622-623.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Educational Certificates; Educational Research; *High School Equivalency Programs; Scores; Standardized Tests; Student Certification; Testing; *Testing Programs; *Test Results
IDENTIFIERS- *General Educational Development Tests

This annual statistical report profiles General Educational Development (GED) Test takers in 1995. At the beginning of the report are the following: an introduction to the GED testing service, the Center for Adult Learning and Educational Credentials, and the American Council on Education; a description of how the data were gathered; suggestions for using the report; and 1995 statistical report highlights. The

ED 399 417 CE 072 525

Montgomery, Joel R.
Integrative Learning at Work: Theory into Practice at Andersen Consulting.
PUB DATE- 29 Feb 96
NOTE- 11p.; Paper presented at the Conference of the Academy of Human Resource Development (Minneapolis, MN, February 29, 1996). For a related document, see CE 072 526.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; *Career Development; Corporate Education; *Integrated Activities; *Labor Force Development; Learning Activities; Models; *Systems Approach; Teamwork; Theory Practice Relationship; Trainers; *Training Methods; *Workshops
IDENTIFIERS- *Integrative Processes

Andersen Consulting is a global training firm with more than 20,000 consultants serving clients from 151 officers in 46 countries. In 1995, Andersen Consulting introduced a career development model (CDM) as a new organizing structure for its consultants in North and South America. The CDM, which translates the findings of research on integrative learning into practice, identifies skill tracks, more specialized skill domains, and six levels of competence within each domain. The CDM was introduced to Andersen's consultants through an applied CDM workshop that was developed using the Integrative Learning System, which is based on the following support components: applying integrative learning to build knowledge and skill, providing a learning-safe work environment, coaching to think, teaming to innovate, and trusting to synergize. The applied CDM workshop was tested with one training development team in Washington, D.C., and three teams in Atlanta, Georgia. During the workshops, teams engaged in a reflective learning process involving the following steps: do, look, think, continually evaluate relevance, and plan. The tests demonstrated that integrative learning can be developed quickly and effectively with limited resources by ensuring that all support components for integrative learning are in place. (Contains 11 references.) (MN)

ED 399 418 CE 072 526

Montgomery, Joel R.; Lau, Chak C.
Integrating Work and Learning for Superior Performance.
PUB DATE- 2 Mar 96
NOTE- 6p.; Paper presented at the Annual Conference of the Academy of Human Resource Development (Minneapolis, MN, March 2, 1996). For a related document, see CE 072 525.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Classroom Techniques; *Corporate Education; *Education Work Relationship; *Experiential Learning; Instructional Effectiveness; *Integrated Activities; *Learning Activities; Learning Processes; Lifelong Learning; Models; Prior Learning; *Transfer of Training
IDENTIFIERS- *Integrative Processes

A new integrative learning model has been designed to help

ED 399 436   CE 072 558

Burkhart, Jennifer
Marketing Workplace Education to Business.
PUB DATE- 95
NOTE- 19p.; For related documents, see CE 072 551-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Marketing; *Material Development; *School Business Relationship; *Workplace Literacy
IDENTIFIERS- 353 Project; *Educational Marketing; *Marketing Plans

This guide, which is intended for project directors, coordinators, and other professional staff interested in marketing adult basic skills and workplace education programs to business, presents a six-step process for developing a marketing plan. Discussed first are the purposes of marketing and considerations in marketing workplace education to business. The remainder of the guide details the following steps in the process of developing a marketing plan: defining what is being marketed; delineating the marketing campaign's audience; discovering a marketing niche; choosing appropriate personal and/or impersonal marketing techniques; developing and implementing an action plan; and evaluating the marketing campaign's progress. Numerous sample materials to be developed at each stage of the plan development process are provided along with a list of seven resources. (MN)

ED 399 437   CE 072 559

Burkhart, Jennifer
Understanding Organizational Culture.
PUB DATE- 95
NOTE- 13p.; For related documents, see CE 072 551-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Corporate Education; *Educational Environment; *Industrial Training; Influences; *Organizational Communication; *Organizational Development; *Organizational Objectives; *Workplace Literacy
IDENTIFIERS- 353 Project; *Organizational Culture

This guide, which is intended for workplace education providers, defines organizational culture, reviews selected techniques for reading a company's culture, and presents examples of ways in which organizations' culture can affect workplace education programs. An organization's culture is determined by: recognizing the company's philosophy (including the company's values/beliefs and quality philosophy); recognizing company-employee relations; appreciating the company's history (by observing employee orientation sessions, listening to stories of company heroes, and observing company customs/rites/rituals); understanding company language; observing the company's dress code; acknowledging the company's environment; reviewing printed materials to determine how the company sees itself; appreciating how the company values and uses time; and identifying career paths and advancement

ED 399 457 CE 072 598

Edwards, Hazel
Workdays. A Day in the Life of...a Franchise Gardener.
PUB DATE- 93
NOTE- 19p.; For related documents, see CE 072 594-603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Career Education; Career Exploration; Foreign Countries; Franchising; Grounds Keepers; High Interest Low Vocabulary Books; *Literacy Education; *Occupational Information; *Quality of Working Life; Reading Instruction; Small Businesses; *Turf Management
IDENTIFIERS- *Australia

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a franchise gardener (mostly a person who mows lawns) about his job. The following questions are answered: what the gardener does, why the person chose the field of employment, how the person found out about the job, what he does and doesn't like about it, what kind of training was needed, what the gardener does during a working week, his co-workers, and the hours. Cartoons are used to enliven the material, and a glossary of 33 words is included. Although designed to be used in literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 458 CE 072 599

Edwards, Hazel
Workdays. A Day in the Life of...a Fruiterer and Truck Driver.
PUB DATE- 95
NOTE- 29p.; For related documents, see CE 072 594-603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Career Education; Career Exploration; Entrepreneurship; Foreign Countries; High Interest Low Vocabulary Books; *Literacy Education; *Occupational Information; *Quality of Working Life; Reading Instruction; Small Businesses
IDENTIFIERS- Australia; *Heavy Equipment Operators; *Truck Drivers

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a man who has had a fruit shop and then his own heavy equipment earth-moving business. The following questions are answered: what the fruiterer and heavy-equipment operator does, why the person chose the field of employment, how the person found out about the job, what he does and doesn't like about it, what kind of training was needed, what the fruiterer and heavy-equipment operator does during a working week, and the hours. Cartoons are used to enliven the material, and glossaries listing 9 words for the fruiterer occupation and 12 words for the heavy-equipment operator are included. Although designed to be used in literacy classes with adult new readers, the

ED 399 478 CG 026 991

Piazza, Donna, Ed.
When Love is Not Enough: The Management of Covert Dynamics in Organizations that Treat Children and Adolescents.
PUB DATE- 95
NOTE- 105p.; Also published as Residential Treatment for Children and Youth; v13 n1 1995.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; Educational Environment; Elementary Secondary Education; Family Counseling; *Group Counseling; *Group Dynamics; Group Therapy; Interaction; Interaction Process Analysis; *Management by Objectives; Mental Health; *Psychotherapy; Residential Care
IDENTIFIERS- *Dynamics

The old-fashioned focus on individuals as separate from their surroundings is no longer tenable. The papers in this edited volume are informed by the Group Relations model which was designed to help those providing services to children and adolescents to evaluate treatment programs and to make needed improvements. The chapters describe how a multitude of factors--the competence of staff; the safety, nurturing, and protective elements of the emotional, physical, and political setting; and overt and covert organizational dynamics--determine whether or not a treatment setting accomplishes its therapeutic aims. The specific issues discussed here include the residential setting in psychotherapeutic work with adolescents, angry children and frightened staff, applications of the Tavistock Group Relations Model in community mental health and protective service systems, revitalizing human service organizations, and the school romance, which is an analysis of the subjective experience of school life. Topics covered include the emphasis on groups-as-a-whole in problem solving and treatment design; narrowing the gap between plan and outcome; issues of staff selection, training, and development; the dynamics involved in the psychiatric treatment of children, revitalizing organizations, and countertransference responses in the treatment of children and adolescents. Each paper features a short bibliography. (RJM)

ED 399 479 CG 027 006

Illback, Robert J., Ed.; Nelson, C. Michael, Ed.
Emerging School-Based Approaches for Children with Emotional and Behavioral Problems: Research and Practice in Service Integration.
PUB DATE- 96
NOTE- 249p.; Also published as Special Services in the Schools; v10 n2 1995 and v11 n1/2 1996.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Adolescents; Behavior Problems; Children; *Cooperation; Elementary Secondary Education; Emotional Problems; *Integrated Activities; Personality Problems; *Problem Children; School Counseling; *School Effectiveness; School Personnel; *School Role; *Services
IDENTIFIERS- *School Based Services; Service Quality

Education professionals are recognizing that the multiple and

ED 399 498 CG 027 352

Bloom, John W., Ed.
Credentialing Professional Counselors for the 21st Century.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 121p.; With a special introduction by Thomas Clawson.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Certification; *Counselor Certification; Counselor Educators; *Counselor Evaluation; Counselor Selection; Counselor Training; *Credentials; Federal Legislation; Licensing Examinations (Professions); Professional Development; State Legislation; *State Licensing Boards

Couselor credentialing is a way to symbolize professionalism and high standards to the public. Its purpose is to identify counselors who are at least minimally qualified to provide counseling services. This special digest collection on credentialing counselors covers many aspects of legislation, methods, and special concerns about credentialing. Chapters are: (1) Credentialing Professional Counselors for the 21st Century; (2) Counselor Licensure Laws: The Role of the American Counseling Association; (3) The CLEAR* Road Ahead (*Council on Licensure, Enforcement & Regulation); (4) Will Other State Boards Accept My Counseling Credential?: Reciprocity Revisited; (5) Proposed Competencies for Counseling Native Americans; (6) Assessment Practices in Counselor Credentialing; (7) Master Addiction Counselor Certification; (8) Protecting the Public: Credentialing's Primary Purpose; (9) Counselor Credentialing and the Delivery of Disaster Mental Health Services; (10) Who Credentials the Counselor's Credential?; (11) Counselor Credentialing Boards: A Call for Diversification; (12) Counselor Ethics Systems: The Need, Benefits, and Costs; (13) Teaching Experience for School Counselors Revisited: An Alternative Certification Mode, Part I; (14) Teaching Experience for School Counselors Revisited: An Alternative Certification Model, Part II; (15) Supervision Issues in Counselor Credentialing; (16) Demographics of the General and Specialty Practice of Professional Counseling; and (17) State Counseling Boards Directory. Contains an ERIC database search, relevant websites, and information about ERIC and the ERIC Counseling and Student Services Clearinghouse. (JBJ)

ED 399 499 CG 027 353

Schoen, Jill F.
Special Considerations When Providing Mental Health Services for Persons with Mental Retardation.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Programs; Counseling; *Counseling Techniques; *Counselor Attitudes; *Counselor Client Relationship; *Mental Disorders; Mental Health Programs; Mental Health Workers; *Mental Retardation; Nondirective Counseling; Psychotherapy

Unique challenges surface when providing services in community

ED 399 519 CS 012 602

Costas, Elaine Fowler
The Left-Handed: "Their Sinister" History.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Cultural Context; Educational Discrimination; Elementary Secondary Education; *Handwriting; *Lateral Dominance; Left Handed Writer; *Social Attitudes; *Student Needs
IDENTIFIERS- Cognitive Research; *Historical Background; *Left Right Discrimination

The history of left-handedness can provide teachers and parents a better understanding of left-handed children and give those children more pride in their difference. No child should be made to feel that he or she is abnormal because of using the left hand, although some specific instruction for these students is necessary in handwriting. Many books contain fascinating stories, facts, and figures about the quirks of being a "lefty," but once there were many biases against left-handers. In recent years such extreme bias has disappeared, in part because research has shown that most people have some degree of left preference. About 10% of Americans are left-handed (9.7% of boys and 12.5% of girls). Many famous left-handed people include American President Bill Clinton, Ringo Starr, Leonardo Da Vinci, Michelangelo, and Babe Ruth. (Contains 12 references.) (CR)

ED 399 520 CS 012 603

Mikulecky, Larry, Comp.; And Others
Teaching Adolescent/Young Adult Literature: Course Handbook II--Education L535.
PUB DATE- 96
NOTE- 63p.; For Course Handbook I, see CS 012 594.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescent Literature; *Classroom Techniques; *Course Descriptions; Distance Education; Higher Education; Literary Genres; Literature Appreciation; Reading Materials; Teaching Methods

This handbook presents two core units for a distance education course that provides an introduction to the genre of texts targeted for adolescent/young adult readers. The first core unit in the handbook discusses the teaching of literary aspects of using adolescent/young adult literature. The second core unit addresses alternative approaches to teaching adolescent/young adult literature. The core units in the handbook provide a unit overview, readings related to unit topic, reading examples of adolescent/young adult literature related to unit topic, and an application/research project (which may include library research, Internet research and activity, developing teaching units, interviewing students, and evaluating teaching effectiveness). (RS)

ED 399 521 CS 012 604

ED 399 539 CS 215 450

Larson, Joanne
Indexing Instruction: The Social Construction of the Participation Framework in Kindergarten Journal Writing Activity.
PUB DATE- Mar 96
NOTE- 21p.; Paper presented at the Annual Conference of the American Association for Applied Linguistics (Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Writing; Classroom Communication; Classroom Research; Cooperative Learning; Cultural Context; Ethnography; *Journal Writing; *Kindergarten; *Language Role; Literacy; Primary Education; *Teacher Student Relationship
IDENTIFIERS- *Beginning Writing; Conversation; *Learning Environments

Classroom language and literacy practices need to be reconceptualized to account for the valuable role talk and interaction play in the process of learning to write. Teachers should construct learning environments within which interaction between students and teachers is the primary focus. The participation framework of kindergarten journal writing activity constitutes a shared indexical ground within which the social process of learning to write may occur. The concept of indexicality is grounded in language socialization theory and can be defined as the relationship of properties of speech to cultural contexts (such as the participation framework) and how this relationship constitutes particular stances and acts in activity. The participation framework is socially constructed over time. Teacher and student in the kindergarten classroom socialize each other to discrete roles within an instructional participation framework, thereby creating a normative structure for participation in writing activity. Data were drawn from an ethnographic study of kindergarten journal writing activity that examined how a context for the social distribution and appropriation of literacy knowledge was constituted in situated participation frameworks. Five interconnected roles were identified that contributed to the socially mediated knowledge distribution process: teacher/scribe, primary author, overhearer, peripheral respondent, and pivot. The teacher uses multiple indexes to indicate the instructional goal of independent writing. The combination of gesture and shifts in register directly indexes approval or praise and simultaneously indirectly indexes the larger instructional goal of independent writing to the group as a whole. (Contains examples of interactions and 33 references.) (TB)

ED 399 540 CS 215 451

DeKay, Sam
Classroom Research into the Teaching of Literature.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Education; Childrens Literature; *Content

ED 399 559 CS 215 497

Norton, Donna E.
The Effective Teaching of Language Arts. Fifth Edition.
PUB DATE- 97
NOTE- 608p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Elementary Education; Grammar; *Language Acquisition; *Language Arts; *Library Skills; Listening; Multicultural Education; Oral Language; *Reading Instruction; *Spelling; *Writing Instruction; Writing Processes
IDENTIFIERS- Authentic Assessment

Noting that effective teaching of language arts requires commitment to excellence on the part of classroom teachers, the goal of this book is to provide support, motivation, and knowledge for the classroom teacher who is responsible for the effective teaching of all children. Each chapter in the book contains features geared to the development of effective language arts instruction. For the fifth edition of the book, chapters on tools for writing were updated, a framework for authentic literacy assessment was added, new titles in multicultural literature were added, and the latest findings were added to charts that provide both teaching and research applications. Chapters in the book are (1) Introduction to the Language Arts; (2) Language and Cognitive Development; (3) Literature; (4) Reading and Literature; (5) Oral Language Development; (6) Listening; (7) Linguistically Different Children and Multicultural Education; (8) Handwriting; (9) Spelling; (10) Grammar, Usage, and the Mechanics of Writing; (11) Composition: The Writing Process; (12) Composition: Expressive, Imaginative, and Expository Writing; and (13) Library and Reference Skills. (RS)

ED 399 560 CS 215 498

Maxwell, Rhoda J.; Meiser, Mary Jordan
Teaching English in Middle and Secondary Schools. Second Edition.
PUB DATE- 97
NOTE- 481p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Beginning Teachers; *English Instruction; Grammar; *Holistic Approach; *Instructional Development; Intermediate Grades; Literature Appreciation; Middle Schools; North American English; Oral Language; Reading Material Selection; Secondary Education; Student Characteristics; *Student Evaluation; Teacher Role; Thematic Approach; Writing Improvement; *Writing Instruction; Writing Skills

Offering a comprehensive view of teaching that takes into account the great variety of backgrounds, abilities, and interests of secondary students, this book uses a holistic, integrated approach to teaching the English language arts, including group activities throughout to provide listening and speaking opportunities in literature, composition, and language. The book does not stress one curricular component of English over another but emphasizes the relatedness of literature and

ED 399 580 CS 509 324

Robinson, James W.
Better Speeches in Ten Simple Steps. Revised 2nd Edition.
PUB DATE- 95
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Audience Awareness; Autoinstructional Aids; Business Education; *Communication Apprehension; *Communication Skills; Humor; *Organizational Communication; *Public Speaking
IDENTIFIERS- After Dinner Speaking; *Communication Strategies; Speaking Style; Speech Writing; Stage Fright

Acknowledging that the fear of public speaking is widespread, this book guides the reader/communicator through 10 steps of writing and presenting a speech. The book is based on the idea that solid preparation and following a few basic rules makes public speaking easier and the finished product more dynamic. The book is divided into the following steps: Step One--Speak with a Strategy; Step Two--Spy on the Audience and Setting; Step Three--Never Wing It; Step Four--Keep It Brief (A Short Chapter); Step Five--Simplify Your Speech; Step Six--Add Humor; Step Seven--Create A Fireworks Finale; Step Eight--Don't Be Afraid to Be Afraid; Step Nine--Triumph over Adversity; Step Ten--Win Them Over!; and the Final Step--Choose Success over Standing Still. Three appendixes contain information on where to find jokes and quotes; some jokes and anecdotes worth stealing; and sample speech openings and closings. (NKA)

ED 399 581 CS 509 325

Mauro, Robert
Two-Character Plays for Student Actors: A Collection of 15 One-Act Plays.
PUB DATE- 88
NOTE- 183p.; Introduction by Gary Burghoff.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acting; *Class Activities; *Drama; Drama Workshops; Higher Education; High Schools; *Student Development
IDENTIFIERS- *One Act Plays; Playwrights

Designed for workshop or classroom use, this collection of short plays for two actors is a source of material for auditions and readings and a valuable training tool for acting classes. The collection contains plays for men only, plays for women only, plays for men and women, plays with a wide variety of roles, plays of comedy and serious drama, plays of varying lengths, and plays that are royalty free. The plays in the collection allow the actors performing them to utilize the full range of their talents and to explore the full spectrum of human emotion. (NKA)

ED 399 582 CS 509 326

ED 399 600 CS 509 348

Glenn, Robert J., III
Using Video To Enhance Content and Delivery Skills in the Basic Oral Communication Course: Summarizing the Uses and Benefits.
PUB DATE- Sep 96
NOTE- 11p.; Paper presented at the Fall Conference of the Kentucky Communication Association (Lake Cumberland, KY, September 20-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Communication Apprehension; Higher Education; *Instructional Improvement; Introductory Courses; Performance Factors; *Public Speaking; *Self Evaluation (Individuals); *Student Development; *Student Improvement; Teaching Methods; *Videotape Recordings
IDENTIFIERS- Replays (Video); *Technology Integration

The use of videotape technology is an effective pedagogical tool with which to improve the overall performance of students enrolled in sections of basic public speaking. These uses and benefits in the classroom include: (1) practice feedback; (2) identification of style inhibitors; (3) analysis of structural-content issues; (4) suggestions for improvement of speaking style; and (5) suggestions for improvement of presentational content and structure. Students are encouraged to conduct their own impression management assessment as they view a recording of their initial presentations, focusing on a variety of verbal and nonverbal cues which include eye contact, gestures, physical movement, among others. The videotaped records can assist students in overcoming communication apprehension and reinforce the lessons introduced through classroom lecture and discussion pertaining to speech structure and evidence usage. The use of videotape has greatly enhanced the quality of student presentations, improved the classroom climate, and helped produce positive educational outcomes in the areas of delivery style, structural development, and research. (CR)

ED 399 601 CS 509 350

Glenn, Robert J., III
Turning Up The Heat: Summarized Suggestions for Initiating Rapport Building in the Communication Classroom.
PUB DATE- Sep 96
NOTE- 6p.; Paper presented at the Fall Conference of the Kentucky Communication Association (Lake Cumberland, KY, September 20-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Debate; Higher Education; Learner Controlled Instruction; *Skill Development; *Speech Communication; Student Development; *Student Participation; Teacher Student Relationship
IDENTIFIERS- *Student Expectations; Student Led Activities

An exercise allows students to take a turn at setting a standard for instructors and, when done in groups, can encourage student socialization and interaction and build skill in constructing

ED 399 622 EA 027 865

Walker, Doris McEwen; Hudson, Johnetta
Coping with the Principalship: Health Challenges of African-American Female School Principals and the Implications for Principal Training Certification Programs at Colleges and Universities.
PUB DATE- 11 Jul 96
NOTE- 26p.; Paper presented at the Annual International Congress on Challenges to Education (Palm Beach, Aruba, July 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Coping; Elementary Secondary Education; Health Education; Interpersonal Competence; *Mental Health; *Physical Health; *Principals; Professional Development; Self Concept; Stress Management; Surveys
IDENTIFIERS- African Americans; *Stress (Biological)

School principals face personal challenges as a result of the effect their job has on their health. This paper presents findings of a study that examined the extent to which eight health concepts, developed by the Medical Outcomes Study (MOS) team at the Health Institute, were prevalent within a population of school principals. A survey mailed to 266 elementary and secondary principals and assistant principals in 4 school corporations in northern Indiana and Missouri elicited 166 returns, a 73 percent response rate. When compared to baseline data from the national population, both the sample and the national population reported similar responses to the eight health concepts, and both the principals and the national sample scored lower on measures of vitality. Principals' perceptions of their health were above the national means in physical functioning, bodily pain, and general health perceptions. However, principals ranked below the national means in the health concepts of social functioning, role in physical activities, general mental health, and role activities in emotional health. African-American female principals reported means for their overall physical and emotional health that were higher than those of the national population. It is recommended that training programs be revised to recognize stressors and physical and emotional health in order to increase the overall effectiveness of school principals. Three tables and a copy of the questionnaire are included. (Contains 27 references.) (LMI)

ED 399 623 EA 027 866

School Lunch Program: Cafeteria Managers' Views on Food Wasted by Students Report to Chairman, Committee on Economic and Educational Opportunities, House of Representatives.
PUB DATE- Jul 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cost Effectiveness; *Dining Facilities; *Educational Economics; *Efficiency; Elementary Secondary Education; Federal Programs; *Lunch Programs; Public Schools; Resource Allocation

ED 399 642 EA 027 888

Guide to U.S. Department of Education Programs.
PUB DATE- Mar 96
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Bilingual Education; Compliance (Legal); Educational Objectives; Elementary Secondary Education; Eligibility; *Federal Aid; Federal Government; *Federal Programs; *Federal Regulation; *Financial Support; *Grants; Guidelines; Postsecondary Education; Special Education; Vocational Education
IDENTIFIERS- *Department of Education

This annual guide provides the information necessary to begin the process of applying for funding from individual federal education programs. It lists programs by popular name, by the substance of each program, and by the number assigned by the Office of Management and Budget (OMB). It also describes the application process for funding, the eligibility of private school students, and how to access the guide and the U.S. Department of Education's online library via the internet. Information is provided about programs supervised by the following offices: Elementary and Secondary Education; Postsecondary Education; Educational Research and Improvement; Bilingual Education and Minority Languages Affairs; Vocational and Adult Education; and Special Education and Rehabilitative Services. A list of the Secretary of Education's regional representatives and an index are included. (LMI)

ED 399 643 EA 027 889

Nadeau, Adel; Leighton, Mary S.
The Role of Leadership in Sustaining School Reform: Voices from the Field.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Improvement; Elementary Secondary Education; *Leadership; *Leadership Qualities; Leadership Responsibility; Leadership Styles; *Leadership Training; Portfolio Assessment; *Professional Development; *School Restructuring; Self Evaluation (Individuals)

"Strong leadership" is almost always listed as an attribute of successful schools. To learn the views of outstanding school leaders, each regional representative of the U.S. Department of Education (USED) convened a meeting of 25-30 local educators well known for their leadership in sustained school-improvement efforts. The groups were composed of principals, teachers, parents, and others. This report summarizes focus-group participants' views toward and personal experiences with leadership for sustained reform. Respondents said that effective leaders cultivated a broad definition of community and gave voice to all stakeholders; were committed to the dream and adopted key values; used knowledge to minimize failure and encourage risk-taking; demonstrated savvy and persistence; and put to use an array of personal characteristics (humor,

ED 399 662 EA 027 918

LaPoint, Velma; And Others
The Talent Development High School. Essential Components. Report No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 46p.; For the second report, see EA 027 919.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Preparation; Core Curriculum; *Educational Environment; *High Risk Students; *High Schools; *Nontraditional Education; *School Organization; Standards; Student Motivation; *Talent Development; Teacher Role; Teacher Student Ratio

The Talent Development Model for high schools was developed to fill a major current void in American education--the lack of a proven model of high school effectiveness. This report presents the essential components of the Talent Development High School, a model of changes in high school organization, curriculum, and instruction based on research on student motivation and teacher commitment. Part 1 of the report describes the components of the model, which emphasizes: (1) a college preparatory core curriculum based on high standards; and (2) a learning environment that incorporates four sources of student motivation--relevance of school work, a caring and supportive human environment, opportunities for academic success, and help with personal problems. Part 2, which comprises about 75% of the report, describes the research base from which the model was derived. (Contains 99 references.) (LMI)

ED 399 663 EA 027 919

McPartland, James M.; And Others
The Talent Development High School: Early Evidence of Impact on School Climate, Attendance, and Student Promotion. Report No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 24p.; For the first report, see EA 027 918.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Attendance; College Preparation; *Core Curriculum; Educational Environment; *High Risk Students; *High Schools; Instructional Program Divisions; *Nontraditional Education; *School Organization; Standards; Student Motivation; Student Promotion; Talent Development; Teacher Role; Teacher Student Ratio

Sorting practices in the public schools place students, especially those from poor and minority families, at risk. The "talent-development" model is based on the assumption that all students, with adequate support, can learn. This report describes outcomes of the first Talent Development High School, which was established in September 1995 at Patterson High School in Baltimore, Maryland. The model at Patterson, which features career-focused academies for the upper grades, a ninth-grade academy with teams of teachers and students, and other key Talent Development components, was designed and developed

ED 399 679 EA 027 974

Donaldson, Gordon A., Jr.; Sanderson, David R.
Working Togther in Schools: A Guide for Educators.
PUB DATE- 96
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Collegiality; *Cooperative Planning; *Educational Cooperation; *Educational Planning; Elementary Secondary Education; Interpersonal Relationship; *Interprofessional Relationship; Organizational Development; Teamwork

The long-term success of school improvement depends on the ability of participants to function productively together. This book explores a variety of forms for collaboration in schools and presents a framework for understanding how to build stronger working relationships among colleagues. Following the introduction, chapter 1 establishes the groundwork for the discussion of collaboration. It first presents a basic understanding of collaborative relationships and a straightforward model for understanding the process of collaboration. It next introduces the "bedrock skills" of listening and influencing. Chapters 2 through 8 address seven common opportunities for adults to work together in schools: two ways of pairing up with another educator, four types of small-group work, and one type of working with the faculty as a whole. The bulk of each chapter is devoted to ideas and strategies for forming and fostering effective work relationships. The ideas and strategies are organized according to the four phases of collaboration in the process model--convening, contracting, composing, and following through. Each of the chapters closes with a list of conditions essential for collaboration in schools and an annotated list of resources for further reading. Chapter 9 presents several overarching recommendations for nurturing collaboration in schools, based on the preceding chapters. It first examines some of the common obstacles that educators face: a school culture that does not value or understand collaborative work, conflict within and outside the group, and flagging energy and commitment. The chapter offers recommendations about four critical facilitating conditions for collaboration space, time, leadership, and a supportive culture. Each chapter contains references. An index is included. (LMI)

ED 399 680 EA 027 975

Katzenmeyer, Marilyn; Moller, Gayle
Awakening the Sleeping Giant: Leadership Development for Teachers.
PUB DATE- 96
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; *Equal Opportunities (Jobs); *Leadership Training; Management Development; *Professional Development; *Teacher

ED 399 698 EC 305 029

Kohlenberg, Elizabeth; And Others
Who is Eligible for DDD Services? Report No. 5.24.
PUB DATE- Feb 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Children; *Client Characteristics (Human Services); *Definitions; *Developmental Disabilities; *Disability Identification; *Eligibility; Enrollment Projections; Population Trends; Social Services; *State Standards
IDENTIFIERS- *Washington

The effects of broadening the definition of eligibility for services from the Washington State Division of Developmental Disabilities (DDD) are analyzed. Five different definitions are discussed. The existing definition includes: (1) "statutory conditions," which includes persons who are mentally retarded or have difficulty carrying out major life activities due to cerebral palsy, epilepsy, or autism; (2) "developmental delay under age 6," which includes young children who are limited in major life activities due to any condition; and (3) "continued developmental delay over age 6," which includes persons who are limited in major activities due to some condition occurring before adulthood. Proposed additions include: (4) "fetal alcohol syndrome among persons with IQ over 69," which would include individuals of all ages with this condition; and (5) "functional activity limitations occurring before age 21, caused by all other conditions" which would likely add a large number of clients. Limitations to the estimates are discussed. Individual sections of the report cover the context of these proposed changes, questions answered in the report, sources and methods for estimating effects on numbers of possible clients, possible client estimates, strengths and limitations of these estimates, and the likelihood that these possible clients will use DDD services An appendix includes an explanation of synthetic estimation methods. (Contains 44 references.) (CR)

ED 399 699 EC 305 030

Harrell, Chris
General Classroom Structural Interventions for Teaching Students with Attention Deficit Disorder-Hyperactivity Disorder (ADD-HD).
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Classroom Design; *Classroom Environment; Classroom Techniques; Educational Environment; Educational Strategies; Elementary Education; *Environmental Influences; *Hyperactivity; *Inclusive Schools; Intervention; Peer Influence; Space Utilization; Stimulation

This paper examines structural antecedent classroom interventions to assist general classroom teachers in educating children with Attention Deficit Disorder-Hyperactivity Disorder (ADD-HD). The effectiveness of early classroom intervention models is explored. Modifications to physical classroom arrangements are

ED 399 716 EC 305 047

Hogan, Marliese G.
Increasing the Responsibility Levels of Fourth Grade Gifted Children by Promoting Positive Character Traits and Caring Behaviors.
PUB DATE- 96
NOTE- 51p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; *Gifted; Grade 4; Intermediate Grades; Interpersonal Competence; *Intervention; Moral Development; Positive Reinforcement; Program Effectiveness; *Prosocial Behavior; Social Responsibility; Student Characteristics; Student Development; *Student Improvement; *Student Responsibility; Values

This paper describes a project to improve the responsibility levels of 16 gifted students in fourth grade attending a daily 2-hour language arts gifted education class. Students had become inconsistent about completing assignments, maintaining an orderly environment, and communicating necessary information to parents. A teacher-developed checklist used before and after the intervention to chart different measures of student responsibility is included. Probable causes of the students' behavior problems are identified, such as the lack of character education at the school. Literature supporting the low level of responsibility generally displayed by students and the need for intervention is reviewed. The specific strategies used to increase the responsibility levels of the gifted students are described, including: teaching the core value of responsibility daily; making use of ceremonies, rituals, and rites to create a place where students experience a sense of security and belonging; seeking student input for rules, guidelines, and procedures; presenting moral dilemmas for students to analyze; teaching a unit on heroes and heroism; creating an anthology emphasizing the virtues of care, quality, and responsibility; having students engage in cooperative learning; and involving students in the community. Data analysis indicated that students became more responsible in producing quality work, maintaining home/school communications, environmental clean-up, effective decision-making, and working cooperatively. (Contains 30 references.) (CR)

ED 399 717 EC 305 048

Knopper, Dorothy, Ed.
Understanding Our Gifted. Volume 8, 1996.
PUB DATE- 96
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affective Behavior; Child Rearing; *Educational Strategies; Elementary Secondary Education; *Gifted; Global Approach; Internet; Middle Schools; *Multicultural Education; Parenting Skills; Parent School Relationship; *Talent; Visual Learning

ED 399 734 EC 305 065

Schrag, Judy A.
The IEP: Benefits, Challenges, and Future Directions. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 9 Sep 96
NOTE- 55p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Change Strategies; Compliance (Legal); Computer Uses in Education; *Disabilities; Educational Change; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; Program Evaluation; Program Implementation

This document, prepared as background information for a conference arranged by the National Association of State Directors of Special Education, reviews studies on the use of the individualized education program (IEP) in the education of students with disabilities. The report begins by explaining the legislative origins of the IEP. The report then reviews studies of IEP planning and implementation, divided into four research phases: the normative research phase (a period of prescribing IEP norms and standards); the analytic research phase, which focused on teacher and parental involvement and perceptions of the IEP; the technology-reaction phase, which identified effective computer-assisted systems to manage the IEP process; and the IEP refinement and options for change phase, which looks at ways to enhance the IEP within the context of education reform and overall program changes. The report also lists considerations for future directions of the IEP. (Contains approximately 100 references.) (CR)

ED 399 735 EC 305 066

Schrag, Judy A.
Mediation in Special Education: A Resource Manual for Mediators. Revised and Updated.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 48p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arbitration; Compliance (Legal); *Conflict Resolution; Definitions; *Disabilities; Educational Practices; Elementary Secondary Education; *Guidelines; Parent Rights; *Parent School Relationship; Special Education; Student Rights
IDENTIFIERS- *Mediation Techniques; Mediators

This resource manual presents information on mediation practices in special education disagreements between the school and parents. The manual provides an overview of requirements in the Individuals with Disabilities Education Act (IDEA) and gives definitions for alternative dispute resolution processes, such as arbitration and litigation. A chart shows the differences between mediation, due process hearings, and litigation. The

ED 399 751 EC 305 090

Bourland, Eric, Ed.
Travel Training for Youth with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adult Basic Education; Child Rearing; Civil Rights Legislation; Daily Living Skills; *Disabilities; Elementary Secondary Education; Federal Legislation; Mental Retardation; Models; Physical Disabilities; *Physical Mobility; Program Descriptions; Program Evaluation; *Skill Development; *Transportation; *Travel Training; Visual Impairments; Visually Impaired Mobility
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act

This issue consists of a collection of articles that focus on the types of skills and programs that youth with disabilities need to travel independently. Articles include: (1) "An Introduction to Travel Training" (Margaret M. Groce) discusses the support for travel training provided by the Americans with Disabilities Act and the Individuals with Disabilities Education Act and identifies skills that are required for traveling independently; (2) "What Equal Access to Transportation Means" (April M. Myers) describes the travel experiences of a woman with cerebral palsy and describes where to look for travel training programs; (3) "Travel Training for Persons with Cognitive or Physical Disabilities: An Overview" (Patricia J. Voorhees) outlines phases in a comprehensive travel training program and highlights what to look for when selecting a travel training program; (4) "A Model of a Travel Training Program--The New York City Board of Education Travel Training Program" (Margaret M. Groce) reviews components and successes of this model program; (5) "Travel Training for People with Physical Disabilities" (Sanda Krantz Samberg) discusses the value of laying the foundations for traveling when children are young and the role of travel training programs; (6) "Teaching Travel Skills to Persons Who Are Blind or Visually Impaired" (Elga Joffee) identifies the key travel issues for these disabilities and discusses methods of teaching orientation and mobility; and (7) "Public Transportation and the Americans with Disabilities Act" (Rosalyn M. Simon), explains requirements for providers of public and private transportation and describes requirements for making communication services accessible. Six print resources and 11 organizations are listed. (CR)

ED 399 752 EC 305 091

Kupper, Lisa, Ed.
Accessing the ERIC Resource Collection. A Parent's Guide. Revised Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 96
NOTE- 10p.; For previous edition, see ED 380 939.

ED 399 771 FL 024 096

Moritz, Christine E. B.
Student Self-Assessment of Language Proficiency: Perceptions of Self and Others.
PUB DATE- 24 Mar 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; Interviews; Language Aptitude; *Language Proficiency; Language Research; Protocol Analysis; Questionnaires; *Second Languages; Self Concept; *Self Esteem; *Self Evaluation (Individuals)

A study explored the cognitive processes and social-situational influences underlying students' assessment of their own foreign language proficiency, focusing on process rather than result of self-evaluation. The subjects, 28 college student learners of French at different course levels, were administered a self-assessment questionnaire on the four language skill areas (listening, speaking, reading, writing). Subsequently, two types of verbal report were elicited: a think-aloud protocol and an immediate, semi-structured retrospective interview. Data were analyzed for evidence of: (1) student orientation to the self-assessment task, (2) interpretation of questions and rating scales, (3) possible influence of course level and previous language experience, and (4) students' basic level of comfort in speaking French. Six categories of factors influencing the self-assessment process were identified (question interpretation, language learning background/experience, reference points, questionnaire-completion strategies, level of certainty about answers, self-confidence level). Results show students use a variety of reference points/benchmarks when evaluating their own language abilities, particularly social category, meaningful other, and autobiographical. Pedagogical implications are discussed briefly. Contains 23 references. (MSE)

ED 399 772 FL 024 097

Local, J. K., Ed.; Warner, A. R., Ed.
York Papers in Linguistics, Volume 17.
PUB DATE- Mar 96
NOTE- 471p.; For individual articles, see FL 024 098-111.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- African Languages; Articulation (Speech); *Autism; Black Dialects; Chinese; *Classroom Communication; Cooperation; Diachronic Linguistics; Disabilities; Echolalia; English; English (Second Language); Finnish; Foreign Countries; French; Grammar; Greek; Group Dynamics; Interpersonal Competence; Italian; *Language Research; Language Rhythm; *Linguistic Theory; Old English; Phonetics; Pronunciation; Second Language Instruction; *Second Languages; Sex Differences; Standard Spoken Usage; Suprasegmentals; Syntax; *Uncommonly Taught Languages
IDENTIFIERS- Gerunds; Kalenjin Languages; *Repairs (Language)

These 14 articles on aspects of linguistics include the

ED 399 793 FL 024 119

Jannedy, Stefanie, Ed.
Papers from the Linguistics Laboratory. Working Papers in Linguistics No. 45.
SPONS. AGENCY- National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.
PUB DATE- Feb 95
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acoustics; *Articulation (Speech); Bantu Languages; Chinese; Estonian; Korean; Language Acquisition; *Language Patterns; *Language Processing; Language Research; Language Rhythm; Languages; Language Variation; Linguistic Theory; Longitudinal Studies; *Phonetics; Phonology; Poetry; Psycholinguistics; Regional Dialects; Standard Spoken Usage; Suprasegmentals; Time Factors (Learning); Turkish; Uncommonly Taught Languages; Vowels
IDENTIFIERS- Taiwan

Reports of research in phonetics and psycholinguistics include: "Interaction with Autonomy: Defining Multiple Output Models in Psycholinguistic Theories" (Julie E. Boland, Anne Cutler); "Vocal Tract Evolution and Vowel Production" (K. Bretonnel Cohen); "Final Lowering in Kipare" (Rebecca Herman); "Gestural Phasing as an Explanation for Vowel Devoicing in Turkish" (Stefanie Jannedy); "Intervocalic Consonant Sequences in Korean" (Keith Johnson, Mira Oh); "Acoustic and Intonational Correlates of Information Status of Referring Expressions in Standard Korean" (Hyeon-Seok Kang); "Longitudinal Study of the Acquisition of Taiwanese Initial Stops" (Ho-Hsien Pan); "Perceptual Evidence of Tonal Coarticulation" (Shu-hui Peng); and "Temporal Structure of an Estonian Lament: A Case Study" (Jaan Ross, Ilse Lehiste). Articles contain references. (MSE)

ED 399 794 FL 024 120

Hume, Elizabeth, Ed.; And Others
Studies in Synchronic and Diachronic Variation. Working Papers in Linguistics No. 46.
PUB DATE- 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Contrastive Linguistics; Creoles; Diachronic Linguistics; English; Foreign Countries; Gbaya; Grammar; *Language Patterns; Language Research; *Language Variation; Linguistic Theory; Middle English; Morphology (Languages); Old English; *Phonology; Sentence Structure; Tone Languages; Ukrainian; *Uncommonly Taught Languages; Verbs
IDENTIFIERS- Belize

Papers in comparative and historical linguistics are presented. "The Independent Development of Mid Tone in Suma" (Mary Bradshaw) extends earlier research on tone change in Gbaya languages to Suma, a Gbaya language previously not included. "Diachronic Morphology: An Overview" (Brian Joseph) reviews diachronic morphological theory, focusing on what is mutable and what is stable in morphology, where morphology comes from, what triggers morphological change, and whether or not a general theory of morphological change is possible. "Divergence of Syntactic Frames and Diachronic Change" (Hyeree Kim) provided. An appendix provides job descriptions of Project ACCESS personnel. Also included are the following: project newsletter, summer camp brochure, senior scholarship brochure, consumer information handbook, tech prep brochure, student job placement form, pocket resume form, "Implementing a Local School-to-Work Partnership: A List of Suggested Activities," and "The ABCs of the Oklahoma School-to-Work System: A Glossary of Terms." (KC)

ED 399 349 CE 072 342

The Insurance Educator. Volume V.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; Careers; Distributive Education; Driver Education; Insurance; *Insurance Companies; *Insurance Occupations; Occupational Information; Risk Management; Sales Occupations; Vocational Education

These two issues of a semiannual newsletter provide secondary educators with a greater knowledge of insurance, access to teaching materials, and insurance career information for students. Articles in the first issue are as follows: "Public Relations: Just What Do Those People Do?" (Patricia Hillis); "How U.S. Compares with Other Nations on Radar Detectors: Survey Shows Few Other Countries with Permissive Policies on Detector Use"; "Teen Drivers and Automobile Insurance: Where the Auto Insurance Premium Dollar Goes" (Sean F. Mooney); "Sharing the Road: A Matter of Adopting the Right Attitude and Strategy to Share the Highway Safely with Trucks" (Tom Wetzel); and "Records: What to Keep, for How Long." A classroom resources section lists annotations of three booklets. Issue two includes the following: "Your Financial Safety Net"; an insurance crossword puzzle; "Teen Drivers and Automobile Insurance: Driving a Used-Car Bargain Means More than Kicking a Few Tires"; Insurance Education Foundation News; "Auto Safety: It's Not Child's Play" (Paul Schattenberg); and "A Success Tale in Two Cities." A list of insurance terms and their definitions is included at the end of the article. A classroom resources section lists annotations of a video and two booklets. Each article offers a suggestion for its use by the educator or students. (YLB)

ED 399 350 CE 072 364

Education for a Working America. A Vision of Vocational Technical Education.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Educational Attitudes; Educational Benefits; Educational Needs; Educational Objectives; Educational Practices; Education Work Relationship; Position Papers; Postsecondary Education; *Professional Associations; Secondary Education; *State Officials; *Vocational Directors; *Vocational Education
IDENTIFIERS- *National Assn State Directors Vocational Education

This document presents the views of the National Association of

Vocational Education) Member States' financing of their individual systems of technical and vocational education and disseminating experiences in this area. "Financing Vocational Education and Training in Developing Countries" (Pradeep Bolita) provides a systematic overview of various modalities of public and private finance of technical and vocational education. It describes four of the more well-known financing mechanisms: public financing, enterprise financing, private and public sponsored financing, and international donor assistance. The advantages and disadvantages of each type are identified and policy implications indicated, with some country examples. "Financing Vocational Education: Concepts, Examples, and Tendencies" (David Atchoarena) draws conclusions from experience with various existing concepts of financing. It first reviews the main issues, such as cost sharing and subsidiarity; apprenticeship; privately financed institutional training; the use of earmarked taxation to finance training; and training funds. It then focuses on selected country experiences, illustrating different kinds of strategies and instruments involved in the financing of vocational education. These countries are highlighted: Brazil, Republic of Korea, Singapore, Mauritius, and Ivory Coast. A final chapter looks at future trends and variables affecting funding scheme options. (Each paper contains references.) (YLB)

ED 399 366   CE 072 414

New Technologies of Training for Technical and Vocational Education. International Expert Group Meeting. (Manila, Philippines, July 3-7, 1995). Final Report.
PUB DATE- Jul 95
NOTE- 439p.; Product of UNEVOC, the International Project on Technical and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Computer Assisted Instruction; Developed Nations; Developing Nations; Distance Education; *Educational Quality; *Educational Technology; Foreign Countries; *International Cooperation; International Educational Exchange; Material Development; Open Universities; Technical Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Asia Pacific Region; Australia; Hong Kong; India; Japan; Korea; Pakistan; Papua New Guinea; Philippines; Singapore; Thailand

This report describes a meeting of 31 experts who deliberated on the various aspects of new technologies of training (NTT) and their applications in education and training with reference to Asia-Pacific contexts. Chapter 1 describes the rationale, objectives, inaugural session, meeting agenda, and closing session. Chapter 2 summarizes the country presentations. Chapter 3 highlights global trends. Chapter 4 focuses on industries' perspective on NTT. Chapter 5 presents the two working groups' project proposals for a recommendation on how technical and vocational education and training in Asia-Pacific countries could be strengthened with the support of NTT. Guidelines for the introduction and implementation of NTT are also provided. Appendixes include the following: schedule; "Welcome Remarks" (C. K. Basu); "Opening Remarks" (M. A. Qureshi); "Message" (Richard Szal); "Inaugural Address" (William G. Padolina); "Closing Remarks" (M. A. Qureshi); "Closing Remarks" (Franco Campagna); and "Valedictory Address" (Erlinda Pefianco). The following presentations are also

DESCRIPTORS- *Administrator Attitudes; *Curriculum Development; *Instructional Effectiveness; Literature Reviews; National Surveys; *Occupational Clusters; Postsecondary Education; Questionnaires; Secondary Education; State Officials; State Surveys; *Statewide Planning; Tables (Data); *Trade and Industrial Education; Vocational Directors
IDENTIFIERS- *Colorado; Impact Studies

The potential impact of the implementation of cluster programs in trade and industrial/technical education in Colorado was examined through a review of literature on cluster programs in the United States, a national survey of 51 state supervisors of vocational education (VE), and a survey of 196 local vocational directors in Colorado. The national and state surveys elicited 34 (68.6% response rate) and 127 (65% response rate) usable responses. The state directors reported that cluster programs had been used in VE in 22 (64.7%) states and were accepted positively by industry and secondary- and postsecondary-level program personnel. Of the 52 (41.3%) local Colorado directors from districts where cluster programs had been used, more than 67% reported that cluster programs were achieving their intended outcomes (basic occupational and academic skill development and occupational awareness, preparation, and exploration). Local directors considered cluster programs more effective than traditional programs in supporting occupational/career decision-making processes and preparing individuals to work in a rapidly changing labor market. Appended are the following: questionnaires and cover letters used in the national and state surveys; information about clusters reported; and additional state supervisor comments.) Contains 35 tables/figures and 26 references. (MN)

ED 399 383 CE 072 448

Imel, Susan
Distance Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Computer Uses in Education; *Distance Education; Educational Change; Educational Development; *Educational Practices; *Educational Resources; *Educational Technology; *Educational Trends; Internet; Technological Advancement

The rapid development and decreasing costs of communications technologies, including microcomputers, the Internet, and the World Wide Web, are affecting the delivery of distance education (DE) and expanding its potential audience. The DE literature reflects the increasing interest in the potential of current technologies to alter traditional teacher-student relationships. Four possible scenarios of distance educators' response to the opportunities afforded by new communications technologies have been offered: the minimal change model (educators use technology as an instructional aid without making any fundamental changes in the delivery of DE); the marginal change model (the pedagogy and organization of education remain unchanged and students are added on to conventionally taught classes); the systemic change model (DE instruction is reorganized into a technology-driven system);

data presented in Tables 1-13 provide summary information about those who take the GED Tests and the jurisdictions that administer them. Most tables summarize information for the United States and Territories, Canada, GED Testing Service, and Program Total. Information can be compared across categories, jurisdictions, and years. Each table is arranged to provide data within the following umbrella topics: percent changes from 1994-95 (Table 1); number tested, number completing tests, and number meeting score requirements (Table 2); people tested and credentials issued by age groups (Tables 3-4); special test editions and testing accommodations (Tables 5-6); formal education and future plans (Tables 7-8); trends in participation and in credentialing (Tables 9 and 11); participation and credentialing rates (Table 10); and minimum score requirements and testing policies (Tables 12-13). The names, addresses, and phone numbers of the GED Administrators and participating jurisdictions are provided. A list of the GED administrators for each state and a list of selected publications are appended. Contains 13 figures. (YLB)

ED 399 401 CE 072 486

Baldwin, Janet; Qi, Sen
GED Candidates in Canada. A Report on the 1992 Canadian Candidate Survey. A GED Profile Research Report.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Educational Attainment; *Educational Certificates; Educational Research; Foreign Countries; *High School Equivalency Programs; Student Attitudes; Student Characteristics
IDENTIFIERS- Canada; *General Educational Development Tests

From September 1991 to June 1992, the General Educational Development (GED) Testing Service conducted a national survey of adults who took the GED Tests in Canada. The purpose of the study was to describe background characteristics, experiences, attitudes, and expectations of adults who took the GED Test. Findings indicated that the average age of adults who took the GED Test was 30; most were between the ages of 25 and 44. More than four in five were white and one in seven was nonwhite, similar to their proportions among all Canadians. Nearly two in three had completed the 10th grade or higher before leaving school. Their most important reasons for not completing school fell into six categories: critical judgments about school, home and family problems, marriage or pregnancy, employment-related reasons, social behavior, and academic problems. Nearly 9 in 10 candidates reported that they reviewed or studied in some way before they wrote the GED Tests. On average, Canadians studied for a total of 60 hours before taking the GED Tests, twice the amount of time reported by GED candidates in the United States. Nearly half (48 percent) reported they were employed for pay. Two in five reported household incomes, in Canadian dollars, of less than $20,000 per year. One in three planned to enroll in a two- or four-year college or university during the next year. Includes 13 tables and 3 figures. (appendixes contain 14 references, methodology, survey form, and survey administration information.) (YLB)

ED 399 402 CE 072 500

corporate educators facilitate employee learning transfer and on-the-job performance. The model's components are as follows: (1) access new information, ideas, experiences, and/or perspectives; (2) identify relevance and value based on integrated life experience and wisdom; (3) engage in activities with a reflective learning approach; (4) apply new concepts within temporarily transformed life experiences; (5) apply new knowledge to life through action or guiding others to action; and (6) continually evaluate relevance and value in life and add to life experience and wisdom. Integrative learning hinges on the following support components: applying integrative leaning to build knowledge and skill, providing learning-safe work environments, coaching to think, teaming to innovate, and trusting to synergize. An earlier version of the model was used to teach human relations and reflection skills to more than 300 teachers in training at a public university in Florida. The learners demonstrated acquisition of desired competencies in the classroom and in their private and professional lives. A workshop on new ways of doing business was developed based on the new integrative learning model and will be tested on 1,000 managers employed by a major U.S. airline. (Contains 15 references.) (MN)

ED 399 419 CE 072 536

Technology Education. A North Dakota Curricular Framework.
SPONS. AGENCY- North Dakota State Board for Vocational-Technical Education, Bismarck.; North Dakota Univ., Grand Forks. Dept. of Business and Vocational Education.
PUB DATE- 96
NOTE- 42p.; Funded by the North Dakota Statewide Vocational-Technical Curriculum Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competence; Competency Based Education; *Curriculum Development; *Educational Assessment; *Educational Philosophy; Evaluation Methods; High Schools; State Curriculum Guides; Student Evaluation; *Technology Education
IDENTIFIERS- *North Dakota

This curricular framework is designed to assist administrators and teachers in planning, developing, and implementing technology education programs in North Dakota. It provides a philosophical foundation and a broad outline from which educators may construct comprehensive school technology education programs. The materials will aid local school systems in planning local curricula, developing a local philosophy, defining a local scope and sequence, evaluating the extent to which the goals and subgoals are contained in current curricular offerings, and identifying needed curricular content and instructional strategies. The document is organized into the following 10 sections: (1) philosophy (definition of the nature of technology education and description of its relationship to society, the learner, and the school curriculum); (2) definition of technology education; (3) definition of technology literacy; (4) definition of technology education; (5) vision for technology education; (6) technology education learner outcomes; (7) technology education goals and subgoals; (8) technology education expectancies (statements that specify the expected behaviors within each subgoal); (9) illustrative objectives; and (10) curriculum development and assessment (how to develop and use goals, subgoals, and opportunities in the company. Contains a list of eight resources. (MN)

ED 399 438 CE 072 562

Jacobs, Johan
Remuneration of Graduates as at 1 July 1994. Main Report = Vergoeding van gegradueerdes soos op 1 Julie 1994. Hoofverslag.
PUB DATE- 95
NOTE- 147p.
LANGUAGE- English; Afrikaans
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Compensation (Remuneration); Employment Patterns; Foreign Countries; *Graduates; Graduate Surveys; Occupations; Outcomes of Education; *Postsecondary Education; *Private Sector; *Public Sector; Racial Differences; Salary Wage Differentials; *Self Employment; Sex Differences; Tables (Data)
IDENTIFIERS- *South Africa

In September 1994, South Africa's Human Sciences Research Council mailed 215,284 questionnaires to graduates to ascertain their occupational income as of July 1, 1994. The 39,495 questionnaires returned represented a response rate of 18.3%. Thirteen percent (5,138) of the respondents received no income. Of the economically active respondents, 40% were employed in the public sector and earned a median income package worth 90300 Rand (R90300). The median income package of the 39% of respondents employed in the private sector equaled R117100, whereas that of the 21% of respondents who were self-employed equaled R143600. Individuals employed in the public sector usually had more working experience than their counterparts in the private sector, and self-employed people generally had more experience and worked longer hours than either public sector or private sector employees. (This detailed survey report includes 13 tables/figures detailing the responding graduates' remuneration by the following: occupation; employment in the public and private sectors versus self-employment; geographical area; post level; years of work experience; working hours; economic sector; gender; population group; and qualification. Appended is a list of occupational groups. An alphabetical index of occupations is included. Side-by-side English and Afrikaans versions of the document are provided .) (MN)

ED 399 439 CE 072 565

Linkage: A Manitoba Survey of Basic Skills Awareness in the Workplace.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; *Basic Skills; Employee Attitudes; Employer Attitudes; Foreign Countries; Human Resources; Inplant Programs; Job Skills; Labor Force Development; Needs Assessment; Program Effectiveness; Small Businesses; Unions; *Workplace Literacy
IDENTIFIERS- Manitoba

Manitoba, Canada, workplace stakeholder groups were interviewed to determine the issues they faced and their awareness of, and ability to deal with, workplace basic skills issues. Interviews collected the opinions of 78 employer representatives, 121 booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 459 CE 072 600

Edwards, Hazel
Workdays. A Day in the Life of...an Offshore Platform Worker.
PUB DATE- 93
NOTE- 21p.; For related documents, see CE 072 594-603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Career Education; Career Exploration; *Engineers; Foreign Countries; High Interest Low Vocabulary Books; *Literacy Education; *Occupational Information; *Petroleum Industry; Quality of Working Life; Reading Instruction
IDENTIFIERS- Australia; *Offshore Drilling

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a mechanical engineer, who works on offshore platforms for an oil company, about his job. The following questions are answered: what the engineer does, why the person chose the field of employment, how the person found out about the job, what he does and doesn't like about it, what kind of training was needed, what the engineer does during a working week, his co-workers, the hours, and how the work contributes to society. Cartoons are used to enliven the material, and a glossary 16 words is included. Although designed to be used in literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 460 CE 072 601

Edwards, Hazel
Workdays. A Day in the Life of...Police Constables.
PUB DATE- 95
NOTE- 40p.; For related documents, see CE 072 594-603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Career Education; Career Exploration; Employed Women; *Females; Foreign Countries; High Interest Low Vocabulary Books; Law Enforcement; *Literacy Education; *Occupational Information; *Police; *Quality of Working Life; Reading Instruction
IDENTIFIERS- *Australia

One of a series of work-based interviews about occupations in Australia, this booklet presents an interview with 13 young women police constables about their jobs. The following questions are answered: what police constables do, what they do on the job, how they handle job stress and relationships, what they do and don't like about it, what kind of training was needed, their co-workers, and how the work contributes to society. Cartoons are used to enliven the material, and a glossary listing 46 words is included. Although designed to be complex problems of children with emotional and behavioral difficulties and their families exceed the capacity of any single service system. The 13 articles in this edited collection present educators and social service practitioners with innovative programs and practices for such children and their families. The emphasis here is on inter-service collaboration. Special consideration is given to the unique issues and problems experienced in schools. The articles show school administrators, teachers, and child service providers the conceptual, practical, and research aspects of integrated, in-school service programs. Some of the topics explored here include: systems of care for children and families; schools as health delivery sites; parent involvement for students with emotional and behavioral disorders; program planning and evaluation; and planned organizational change. A section on innovative school-based approaches to service integration provides models of successful programs and also outlines ways to design supportive school environments. The programs presented here focus on the development of more broad-based community services, less restrictive child placement, prevention of hospitalization, interagency collaboration, flexible and individualized services, and cost containment. (RJM)

ED 399 480 CG 027 007

Hiebert, Bryan; Conger, Stu
Career and Employment Counseling in Canada: The State of the Art. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; Counseling Effectiveness; Counseling Services; *Counselor Evaluation; Counselor Training; *Data Interpretation; *Employment Counselors; Expectation; Foreign Countries; Leadership; Nondirective Counseling; *State of the Art Reviews; Time Management
IDENTIFIERS- *Canada; ERIC Digests

A major survey of career and employment counseling in Canada was completed in 1993, with over 1600 counselors, department heads and managers of counseling centers, and regional directors working in career and employment counseling centers being polled. Survey results indicated: (1) there is a strong need for evaluation in all aspects of career counseling; (2) counselors face a number of challenges, such as dealing with client expectations and personal barriers, as well as their own stress and frustration; (3) clients know what they want from counseling, but their initial expectations undergo changes; (4) counselors need to examine how they spend their time; (5) there is a need for more effective leadership in the profession; and (6) counselors need to become better at marketing what they do. A call is made for a different model for delivering counseling services, moving away from ineffectual individual counseling and toward more group work, evaluation, mentoring, marketing services, and large-scale resource sharing. If counseling is to survive to service the clients who desperately need it, counseling will need to become truly client-centered, not program, or test, or counselor centered. (RB) mental health centers for persons with mental retardation and mental illness. Before any type of mental health treatment for a client with this dual diagnosis can begin, proper assessment is critical. Clinicians working with this population have to adapt their treatment strategies and assessments to the cognitive level of their clients. In addition, persons with mental retardation rarely seek out treatment on their own. Using a personal psychotherapy/counseling perspective, counselors need to carefully build relationship components which include the essential attributes of genuiness, empathy, and unconditional positive regard. In addition to a strong therapeutic relationship, the counseling environment must be seen as supportive, beginning with the initial interview. Key factors include setting a positive emotional tone for interactions, responsive and active listening, labeling feelings, and interpreting in understandable ways the client's statements and feelings expressed. The highly verbal nature of the counseling process is an important factor to consider when working with clients who may have limited or no verbal abilities due to their level of cognitive impairment. Specific types of therapies are examined. Education for mental health service providers treating these clients is strongly recommended. Contains 22 references. (JBJ)

ED 399 500 CG 027 354

Connections: Helping You Build a Bridge to the Future.
PUB DATE- 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Career Guidance; *Career Planning; College Preparation; Course Selection (Students); *Educational Counseling; Grade 9; High Schools; High School Students; Instructional Materials; School Counseling; *Student Educational Objectives
IDENTIFIERS- Indiana

Designed to help ninth graders write a plan for their high school education which will lead them to a career, the goal of this booklet is to help students (as well as their families and guidance counselors) to: (1) think about their interests and abilities; (2) discover enjoyable careers; (3) use activities to explore careers; (4) plan high school course work; (5) learn about postsecondary education; and (6) write a plan for the next four years. One-third of the publication is specifically designed to help ninth graders from Indiana in choosing from specific options available to them in the public school system and in choosing course work to fulfill Indiana Core 40 course work requirements. Chapters are: (1) Know Yourself; (2) Check Out Reality; (3) Know Your Options; (4) Engage in Activities; (5) Maximize High School; and (6) Use This Information. Contains a worksheet to help students work through the six chapters, a brief Holland Code instrument, and a glossary of career and education terms. (JBJ)

ED 399 501 CG 027 369

Marecek, Jeanne; Kravetz, Diane
A Room of One's Own: Power and Agency in Feminist Therapy.
PUB DATE- Aug 96
NOTE- 22p.; Paper presented at the Annual Convention of the

Flippo, Rona F.
Reading Assessment and Instruction: A Qualitative Approach to Diagnosis.
PUB DATE- 97
NOTE- 374p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Organization; Elementary Education; *Evaluation Methods; Higher Education; Portfolios (Background Materials); *Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Instruction; Teacher Role
IDENTIFIERS- Teaching Perspectives

Containing many specific assessment, instruction, and organization ideas and strategies, this book provides "the basics" for this classroom reading assessment and instruction, and supports the importance of the individual classroom teacher's beliefs, decisions, and role. The book is intended for teachers taking certification, graduate, or in-service courses in reading assessment, diagnosis, and instruction. The book aims to facilitate the development of a balanced perspective that makes use of the most appropriate ideas from the various philosophies in the field of reading and literacy education. Chapters in the book are (1) The Classroom Teacher's Role; (2) Understanding Standardized Tests and Quantitative Data; (3) Assessing Affective, Linguistic, and Other Qualitative Information; (4) Assessing Comprehension, Comprehending Strategies, and Other Cognitive Information; (5) Analyzing Information Qualitatively; (6) Organizing for Reading Development and Instruction; (7) Assessment, Instruction, and Learning in the Classroom; and (8) Ideas for Strategy Development. An appendix discusses portfolio and other ideas for reflection, ongoing assessment, and organizing for instruction. A glossary presenting approximately 200 items, approximately 350 references, and a 49-item list of children's literature references are attached. (RS)

ED 399 522   CS 012 605

Martens, Prisca
I Already Know How To Read: A Child's View of Literacy.
PUB DATE- 96
NOTE- 122p.; Foreword by Yetta M. Goodman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Beginning Reading; Case Studies; *Childhood Attitudes; *Childrens Writing; *Cognitive Development; Developmental Stages; *Early Childhood Education; *Emergent Literacy; Inquiry; Invented Spelling; Reading Processes; Writing Processes; Written Language
IDENTIFIERS- Beginning Writing

Noting that children's perceptions of literacy and of themselves as learners differ from those of adults, this book documents how Sarah, from the ages of 2 to 5 years, understood literacy and invented reading and writing for herself. Numerous reading and writing samples in the book, organized around broad research questions, present Sarah as an inquirer who actively constructs her understanding of literacy and ways to be literate. Chapters in the book are (1) Learning to See; (2)

Area Reading; *Critical Thinking; Elementary Secondary Education; *Instructional Effectiveness; *Literary Criticism; Literary Genres; *Literature Appreciation; *Reader Response; Whole Language Approach
IDENTIFIERS- Aesthetic Reading; Efferent Reading; Rosenblatt (Louise)

Pointing out that influential movements in psychology, reading instruction, and curriculum development have greatly altered the terrain formerly occupied by the "teaching of literature," this literature review outlines the different ways education researchers have examined the following questions about literature instruction: (1) What are the desired goals or outcomes of litrature instruction? (2) How does the teaching of literature influence learning, and how can it be employed in content areas like social studies and science? (3) What are the roles of literature texts in language education, and how do literary genres and textual formats impede (or facilitate) learning? (4) What is "good literature?" and (5) How should literature be presented in the classroom, and what instructional strategies are especially effective in the teaching of literature? The review argues that Louise Rosenblatt's (1978) distinction between aesthetic and efferent reading is one that is relevant to most of these questions--according to Rosenblatt, "efferent" reading occurs when "the reader responds to the printed words or symbols...toward concepts to be retained, ideas to be tested, actions to be performed after reading." The review sees aesthetic reading, by contrast, as involving a more emotionally engaged relationship to the text. The review finds that current research offers a potpourri of theories, objectives, and strategies which frequently present contradictions and paradoxes--especially as regards different orders of learning outcomes and the role of the teacher of literature in the classroom. (Contains 57 references.) (TB)

ED 399 541 CS 215 452

Focused Holistic Scoring Guide: The Persuasive/Argumentative Composition, Grade 8, 1993-94. End of Grade Testing, North Carolina Writing, Grades 4, 6, and 8.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; *Grade 8; *Holistic Evaluation; Junior High Schools; *Persuasive Discourse; *Scoring; State Programs; *Student Writing Models; *Writing Achievement
IDENTIFIERS- *North Carolina; Writing Prompts

This guide presents scoring criteria, the writing prompt, and sample student papers for the grade 8 end of grade persuasive/argumentative composition statewide writing achievement test. The introductory section presents background information on statewide writing tests in North Carolina, scoring writing samples, and the scoring process. The next section presents the focused holistic scoring criteria for the persuasive/argumentative composition, the writing prompt, and sample papers at each scoring level. The last section presents the rating scale for assessing students' use of the conventions of writing, along with sample student papers. (RS)

ED 399 542 CS 215 455

Accomando, Kathleen; And Others

reading, composing and writing, speaking and sharing, listening and responding, acting and creating, and constructing language and meaning. Chapters in the book are (1) The English Language Arts; (2) The Students We Teach; (3) Understanding Curriculum and Instruction; (4) Individual Planning; (5) Oral Language: The Neglected Language Arts; (6) Teaching Composition; (7) Teaching Literature; (8) Selecting Literature; (9) Improving Writing Skills: Usage, Syntax, Mechanics; (10) Understanding Grammar; (11) Evaluating English Language Arts; (12) The Nature of Language; (13) Varieties of American English; (14) Developing Thematic Units; and (15) Becoming a Teacher. (RS)

ED 399 561 CS 215 499

Harrison, Michael, Ed.; Stuart-Clark, Christopher, Ed.
The Oxford Treasury of Classic Poems.
PUB DATE- 96
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Childrens Literature; Classics (Literature); Elementary Education; Language Rhythm; *Literary Genres; *Poetry; Reading Aloud to Others
IDENTIFIERS- *Poetic Forms

This book contains over 90 classic poems for children. The collection of poems includes nonsense verse by Lear and Carroll, story poems by Tennyson and Keats, and humorous poems by Belloc and Betjeman. The collection also includes poems by modern poets, such as Charles Causley, Ted Hughes, John Agard, Roger McGough, and Stevie Smith. The collection contains illustrations in both black and white and in color by a wide variety of artists, with each artist bringing his or her own interpretation to the poems. An index of titles and first lines is provided, as well as an index of authors and illustrators. (NKA)

ED 399 562 CS 215 500

Hyslop, Nancy
Using Grading Guides To Shape and Evaluate Business Writing. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Communication; Business English; *Grading; Higher Education; *Scoring; *Student Evaluation; Student Needs; Teacher Role; *Technical Writing; *Writing Evaluation; Writing Processes
IDENTIFIERS- Analytical Writing; ERIC Digests

This Digest provides a rationale for developing grading guides to use with business writing students. It describes the methods business communications teachers can use to construct and employ guides to provide students with quality writing instruction. The Digest maintains that teachers can construct

Montanaro, Tony; Montanaro, Karen Hurll
Mime Spoken Here: The Performer's Portable Workshop.
PUB DATE- 95
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- *Audience Awareness; *Class Activities; Creative Dramatics; Creative Expression; Dance; *Drama Workshops; *Improvisation; Movement Education; Nonverbal Communication; *Pantomime; Student Needs
IDENTIFIERS- *Communication Strategies; Mimetic Discourse; *Mimetic Traditions; Rehearsals (Theater); Theater History

Intended for all performing artists and students in the performing arts, this book begins with a history of mime through the ages (Chapter 1). Chapter 2 (Warming Up) discusses technique and artistry and offers an illustrated class exercise. Chapter 3 (Premise Work) continues with class exercises and considers how a teacher designs exercises and the future of premise work. Chapter 4 (Isolation Exercises and Illusions) discusses the idea of illusion in mime, gives a focused vocabulary and presents 11 illustrated exercises. Chapter 5 (Character Work) elaborates on characterization in mime and offers some exercises to develop characters. Chapter 6 (Preparatory Exercises) presents 14 varied preparatory exercises. Chapter 7 (Improvisation) is divided into three sections: an introduction to improvisation, the practice of improvisation, and improvisation theory--exercises accompany the material in each section. Chapter 8 (Creating Sketches) outlines the essentials of sketches. Chapter 9 (The Subtleties of Performing) describes the differences between class, rehearsal, and performing; considers the past, present, and future of theater; and adds a postscript directed to ballet dancers. (NKA)

ED 399 583 CS 509 327

Costas, Elaine Fowler
Teaching Interviewing Skills to Elementary Students.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Elementary School Students; Information Seeking; *Inquiry; *Interpersonal Communication; *Interviews; Learning Processes; *Questioning Techniques; *Skill Development
IDENTIFIERS- Interviewers

Although interviewing looks easy, it is much more complicated than it appears, and generally, students are not taught how to conduct an interview. Planning and preparation must include research about the subject of the interview and the person being interviewed. Good questions build on the question before, make the person being interviewed think, and sometimes surprise the interviewee. Questions which can be answered "yes" or "no," and presenting arguments. The exercise is in three parts and consists of: (1) committee power, in which students are asked to serve on one of three committees which assist the class in planning for the semester (syllabi construction, class policy, and presentations-attendance); (2) group mini-debates, wherein students are placed into two-four self-selected groups of five-seven to pick a debate topic, prepare arguments in support, and present these arguments to the class; and (3) student expectations of the teacher, with students writing a letter on the first or second day of class outlining their expectations and the instructor reading and responding. (CR)

ED 399 602 CS 509 352

Lueck, Therese L.; And Others
How Women Are Faring as the Dust Settles: The Effect of Gender on Journalism/Mass Communication Evaluations in a Communication Context.
PUB DATE- Aug 96
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Communication Research; Higher Education; Questionnaires; Sex Differences; *Sex Role; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Surveys; Teacher Student Relationship
IDENTIFIERS- *Gender Issues; *Student Perceptions of Teacher

A study examined the difference and effects of sex and sex-role on course evaluations of journalism/mass communication instructors at a midwestern university that had recently consolidated its school of communication and its journalism/mass communication courses. Subjects, students in 18 communication or journalism/mass communication classes taught by 9 full-time instructors, completed a questionnaire. Both standardized evaluations and the indexes of culturally desirable gender traits showed high ranking for women instructors. Instructors were not matched for variables such as experience. Interaction effects between same-sex instructors and students were not found; however 2-way interactions between instructor sex and type of course were observed. Further research in gender-based evaluation is called for. (Contains 41 references and 7 tables of data.) (Author/RS)

ED 399 603 CS 509 353

Nonverbal Communication: Language without Words.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 95
NOTE- 13p.; For related documents, see CS 509 354-356.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Clothing; *Communication Skills; Elementary Secondary Education; Environmental Influences; *Nonverbal Communication; Personal Space
IDENTIFIERS- *Communication Behavior; *Message Transmission; Signals

This booklet presents five activities that deal with nonverbal communication. The booklet outlines instructional objectives

In fiscal year 1995, about 26 million students in about 94,000 schools nationwide were served lunches each day through the National School Lunch Program (NSLP). In response to concerns raised about the amount of food thrown away by students (called plate waste), the General Accounting Office (GAO) surveyed a random sample of cafeteria managers in the public schools. Responses were received from cafeteria managers in about 80 percent of the 81,911 public schools that participated in the NSLP during the 1993-94 school year. Cafeteria managers varied in the extent to which they perceived plate waste as a problem in their school. Although the majority perceived plate waste as little or no problem, almost one in four reported that it was at least a moderate problem. Managers in elementary schools were more likely to perceive waste as a problem than managers of middle or high schools. Cafeteria managers strongly agreed on some of the reasons for and ways to reduce plate waste. For example, 78 percent cited students' attention being on recess, free time, or socializing rather than on eating. Almost 80 percent believed that allowing students to select only what they want to eat would reduce plate waste. Most managers reported satisfaction with the federal commodities they received for use in the lunch program. However, about 10 percent reported that they would prefer not to receive at least half of the different types of commodities provided. Appendices contain a list of estimates with sampling errors over 5 percent, methodological notes, survey results, and a list of contributors. A total of 18 figures and 3 tables are included. (LMI)

ED 399 624 EA 027 867

Diamantes, Thomas
A Case for Cases: Using the Case Method in the Preparation of Administrators.
PUB DATE- 96
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council of Professors in Educational Administration (Corpus Christi, TX, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Education; *Case Studies; *Class Activities; *Classroom Techniques; Educational Administration; Graduate Study; Instructional Effectiveness; Instructional Improvement; Instructional Innovation; Leadership Training; Problem Solving; Public Schools; Teaching Methods

This paper describes why the use of a modified case method is useful in teaching concepts of school administration to educators entering public school administration. The paper defines the case method and differentiates it from other techniques and purposes; offers a history of case-study methodology that explains why the method caught on in law and business but not in educational administration; compares the advantages and disadvantages of various methods of instructional delivery; examines several perspectives of case planning and implementation; and presents a program using student-generated case studies. Finally, the paper explains how to use the discussion starter, a modified case study. The discussion starter omits complete narratives or scenarios and simply presents the question or dilemma pertinent to current passion, empathy, creativity, common sense, and patience). The sample reported that they utilized three kinds of self-assessment strategies--individual, small-group, and formal. Competence in designing and implementing self-assessment plans should be a central element of leaders' professional development. Two tables are included. Appendices contain excerpts from the Leadership Rubric aligned with provisions of the Kentucky Education Reform Act and a list of additional resources. (LMI)

ED 399 644 EA 027 890

Profiles of the Regional Educational Laboratories.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- Sep 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Improvement; Educational Objectives; *Educational Research; Elementary Secondary Education; *Federal Programs; Regional Cooperation; *Research and Development; *Research and Development Centers
IDENTIFIERS- *Regional Educational Laboratories

The Regional Educational Laboratory Program is the U.S. Department of Education's largest research and development investment. Administered by the Office of Educational Research and Improvement (OERI), the network of 10 Regional Labs works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available research and knowledge from practice. This handbook describes each Laboratory's mission and major activities and describes overall program goals, including how they serve their regions and network on a national basis. Information on how to contact the Laboratory or the OERI program officer for that Laboratory is provided. A map depicting the region that each Laboratory serves is included. (LMI)

ED 399 645 EA 027 891

Kober, Nancy; And Others
From Promise to Practice. Stories from the Regional Educational Laboratories.
PUB DATE- Sep 96
NOTE- 53p.; "Editors: Robert M. Stonehill, Thelma K. Leenhouts, Carol N. Chelemer."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Educational Innovation; *Educational Research; Elementary Secondary Education; Federal Programs; Policy Formation; Professional Development; *Regional Cooperation; *Research and Development; *Research and Development Centers; School Community Programs; School Community Relationship; Standards
IDENTIFIERS- *Regional Educational Laboratories

The network of 10 Regional Educational Laboratories is funded by by the school's faculty and administration with the participation of Johns Hopkins' Center for Research on the Education of Students Placed At Risk (CRESPAR) staff as partners. First-year priorities included improvements in school climate, student attendance, and student-promotion rates. After the first 7 months of the 1995-96 school year, data indicate that, compared to previous years, there is dramatic improvement in overall school climate (student behavior and faculty collegial support), in student attendance, and in expected student-promotion rates, especially from 9th grade to 10th grade. (LMI)

ED 399 664   EA 027 920

Monk, David H.; And Others
What Education Dollars Buy: An Examination of Resource Allocation Patterns in New York state Public School Systems.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Educational Economics; Educational Equity (Finance); *Educational Finance; *Efficiency; Elementary Secondary Education; Expenditure per Student; Expenditures; Fiscal Capacity; Income; Performance; Productivity; *Public Schools; *Resource Allocation; *School District Spending; School Personnel; Teacher Salaries; Time Blocks
IDENTIFIERS- *New York

Conventional research dealing with education finance in general and resource allocation in particular has focused on the raising of revenues at federal, state, and local levels and the subsequent apportionment of these resources across schooling systems, typically school districts. Concern about productivity and equity, however, cannot be addressed adequately at the district level. This monograph focuses on the importance of understanding resource flows at the micro-level and reports on the progress made in New York to measure those flows. Chapter 1 introduces recent activity in two areas: (1) concerns about productivity and efficiency; and (2) concerns over equity in the distribution of educational opportunities. Chapter 2 provides an overview of the conceptual underpinnings of the approach guiding the Consortium for Policy Research in Education's (CPRE's) multistate inquiry. Chapter 3 presents the results of a cross-sectional analysis of district resource-allocation patterns in New York State's public schools for 1991-92. Utilizing data from New York State's Education Department, the study examines the allocation and use of professional staff across elementary, secondary, and administrative levels of schooling. It also examines trends in the allocation and use of professional staff in school districts with different structural characteristics, including school district size, spending, fiscal capacity, incidence of poverty, and performance level. The fourth chapter extends the analysis and reports findings from CPRE's longitudinal analysis of state-collected data. The chapter examines trends in the allocation and use of professional staff during an era of intensive education reform in New York State from 1983 to 1992. Chapter 5 reports findings from a series of case studies that permit the exploration of resource-allocation phenomena at more microlevels than is customary in educational finance research.

Influence; *Teacher Role

Teacher leaders provide the key to meaningful change being sustained in schools and classrooms. This book, based on 10-years' experience in collaboration on staff-development activities, provides information on the development of teachers as leaders. Each chapter concludes with a discussion of different stakeholder roles in developing teacher leaders. Following the preface, chapter 1 describes three potential teacher leaders and defines the assumptions of teacher leadership. The second chapter describes the evolution of teacher-development practices. Chapter 3 discusses ways in which individual differences--teaching skills, assumptions about education, stages of career development, and work perspectives--affect styles of leadership. The fourth chapter describes the characteristics of the school environment in which teacher leadership is the norm. Guidelines to help teachers prepare to influence others in positive ways are offered in the fifth chapter. The benefits and future of teacher leadership are discussed in chapter 6. Twelve figures are included. Appendices contain a philosophy-of-education inventory and information on the characteristics of schools in which teacher leadership is supported. (Contains 101 references.) (LMI)

ED 399 681 EA 027 976

Beck, Lynn G.; Murphy, Joseph
The Four Imperatives of a Successful School.
PUB DATE- 96
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Leadership; Learning Strategies; *Organizational Climate; *Participative Decision Making; Professional Development; *School Based Management; School Community Relationship; School Effectiveness

Research seeking to evaluate the effectiveness of SBM has been complicated by the complex policies and practices that have been implemented with great variation. Given this difficulty, this book presents findings of a study that sought to understand the ways in which school-based management (SBM) actually operates in a school recognized for its successful self-transformation. The study took place at Jackson Elementary School, a large school located in a low-income area of Los Angeles, California. Data were obtained from observations; interviews with the principal, some staff, and 15 teachers; informal conversations with students, parents, and staff; and document analysis. Chapter 1 presents a review of related literature and outlines the study's conceptual framework and methodology. The second chapter describes the context of the school. Chapters 3 through 6 analyze four conditions that contributed to the successful functioning of the school: (1) a consistent, powerful focus on learning; (2) strong, yet facilitative leadership; (3) a commitment to nurturing a sense of internal and external community; and (4) resources aimed at building the capacity of persons within the community to lead, learn, and teach. Recommendations for policies, structures, and professional development to enhance positive educational change are offered in the final chapter. A conclusion is that although SBM contributes to the organization's success in certain ways, it is by no means the cause of positive work at Jackson. SBM is a promising approach if the goal is to create schools that evaluated, including open classrooms, centers, reduced space versus enlarged space, and various arrangement of desks. The paper presents information that supports the need for children with ADD-HD to have a highly structured environment. Although open classrooms in general are not recommended, open classrooms or traditional classrooms that are arranged in centers are suggested to be effective. The paper notes that there is limited research to support the use of study carrels for students with ADD-HD. Cluster seating, because it promotes student interaction, is not recommended for students with ADD-HD, though seating well-behaved peers next to the child with ADD-HD is suggested. Questions are raised regarding past research that led to recommending reduced environmental stimuli for children with ADD-HD. The use of functionally stimulating, versus visually stimulating, bulletin boards is evaluated. The report emphasizes that no single educational program or strategy is suitable for all children with ADD-HD. Teachers are urged to use the input of parents and special education practitioners in developing an individualized education program for a child with ADD-HD. (Contains 10 references.) (CR)

ED 399 700 EC 305 031

Meisels, Samuel J., Ed.; Fenichel, Emily, Ed.
New Visions for the Developmental Assessment of Infants and Young Children.
PUB DATE- 96
NOTE- 407p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Behavior; *Child Development; *Clinical Diagnosis; Communication Skills; Cultural Awareness; *Disabilities; *Disability Identification; Emotional Development; Evaluation; *Evaluation Methods; Federal Legislation; Individualized Family Service Plans; Infants; Interpersonal Competence; Parent Attitudes; Play; Toddlers
IDENTIFIERS- Individuals with Disabilities Education Act Part H

This collection of 18 papers on assessing infants and toddlers includes the views of parents, clinicians, researchers, and policymakers. The following papers are included: (1) "Toward a New Vision for the Developmental Assessment of Infants and Young Children" (Stanley I. Greenspan and Samuel J. Meisels); (2) "Charting the Continuum of Assessment and Intervention" (Samuel J. Meisels); (3) "Toward Shared Commitment and Shared Responsibility: A Parent's Vision of Developmental Assessment" (Susan Rocco); (4) "Achieving Change in Assessment Practices: A Parent's Perspective" (Barbara K. Popper); (5) "Thoughts on the Assessment of Young Children whose Sociocultural Background is Unfamiliar to the Assessor" (Isaura Barrera); (6) "History-Making, not History-Taking: Clinical Interviews with Infants and Their Families" (Laurence M. Hirshberg); (7) "A Window on the Newborn's World: More than Two Decades of Experience with the Neonatal Behavioral Assessment Scale" (T. Berry Brazelton); (8) "The Infant-Toddler Developmental Assessment (IDA): A Family-Centered Transdisciplinary Assessment Process" (Joanna Erikson); (9) "Assessment for IFSP Development and Intervention Planning" (Diane Bricker); (10) "Assessment of Adaptive Competence" (G. Gordon Williamson); (11) "Nonstructured Play Observations: Guidelines, Benefits, and Caveats" (Marilyn Segal and Noreen T. Webber); (12) "Assessing the Emotional and Social Functioning of Infants and Young Children" (Stanley I. Greenspan); (13) "Climbing the 'Symbolic Ladder': Assessing Young Children's Symbolic and Representational Capacities

This collection of six newsletter issues focuses on the educational needs of gifted students. Each issue includes the following features: "Tactics" (teaching strategies); "Parentspace" (articles from parents); "Surfing the Net" (how to find relevant information on the Internet); "Learning To Learn" (specific learning strategies); "Creative Ventures" (reading recommendations); and "Above and Beyond" (commentaries on gifted issues). Issue 1 highlights multicultural issues in gifted education. A description of a leadership program for secondary gifted and talented American Indian and Alaskan Native students is included. Issue 2 reviews topics concerning gifted students in upper elementary/middle schools. An article is included that describes the role of middle school principals in advocating for the development of gifts and talents. Issue 3 focuses on the visual learner. Articles include information on teaching techniques for visual-spatial gifted children. Issue 4 highlights common ground between parenting and teaching gifted children. Parent-teacher cooperation is discussed. Issue 5 focuses on global connections for gifted students. Articles include information on preparing students for global involvement. Issue 6 highlights the affective needs of gifted and talented students. Information is provided on the affective needs of culturally diverse students. (Most articles contain references.) (CR)

ED 399 718   EC 305 049

Huber, Mary; And Others
Partners in Health: Self-Help/Mutual Support for Culturally Diverse Children with Special Health Needs and Their Families. Final Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 1 Oct 94
NOTE- 554p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Advocacy; Children; Clearinghouses; Community Programs; Cultural Awareness; *Cultural Differences; Demonstration Programs; Family Needs; Family Programs; Leadership Training; Minority Groups; Models; *Outreach Programs; Parent Empowerment; *Self Help Programs; Social Support Groups; *Special Health Problems; Staff Development
IDENTIFIERS- *Case Management; *New York

This report describes a federally funded project designed to meet the needs of culturally diverse children with special health care needs and their families in New York. The goal was to establish a model program that would demonstrate that the quality of life for culturally diverse children with special health needs and their families would be enhanced and strengthened by linking: (1) case management for children with special health care needs and their families, and (2) community-based self-help/mutual support programs. The project funded development of models for the delivery of case management services to children with special health care needs and their families in 11 countries and in New York City, New York. Case management models had these goals: to develop a policy statement of the need for culturally competent programs; to identify culturally diverse populations within their areas; to provide special outreach services to culturally diverse populations; and to train staff in cultural competency. Self-help clearinghouses worked to enhance self-help/mutual support manual explains the benefits of mediation and the qualifications, skills, and abilities a mediator should possess. Information is provided on how to prepare for mediation and how to conduct the mediation. The different phases of the mediation are described. They include: (1) the introduction/opening statement (a sample is provided); (2) fact finding, with statements by each mediation party; (3) collaboration and discussion; (4) the caucus; and (5) reconvening the joint session. Finally, information on how to conclude the mediation is provided. Commonly asked questions about mediation are answered. Appendices include sample mediation agreements, sample evaluation forms, and rules of mediation. (Contains 15 references.) (CR)

ED 399 736 EC 305 067

Schrag, Judy A.
Mediation and Other Alternative Dispute Resolution Procedures in Special Education. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 21 Aug 96
NOTE- 41p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arbitration; Compliance (Legal); *Conflict Resolution; *Disabilities; Educational Practices; Elementary Secondary Education; Models; Parent Rights; *Parent School Relationship; Program Effectiveness; Special Education; Student Rights
IDENTIFIERS- *Mediation Techniques; Mediators

This report discusses the use of mediation and alternative dispute resolution approaches in special education disagreements between the school and the parents of a child with a disability. The procedural safeguards and due process provisions of the Individuals with Disabilities Education Act (IDEA) are explained. The report notes alternative dispute resolution practices, such as negotiation, mock or mini-trials, due process hearings, and litigation. The components and procedures of mediation, and the growth in the use of mediation are discussed. Trends and variations in mediation strategies are provided, including descriptions of the single mediator model, co-mediator model, and panel mediator model. Benefits of each model are discussed. Other informal and formal alternative dispute resolution strategies that are being used in special education are reviewed, including individual strategies (ombudsperson or advocates) and group strategies (impartial reviews, pre-hearing conferences, advisory opinion process, and neutral conferences). The report also identifies locally based conflict resolution options, including: parent/professional partnerships, peer mediation programs, and staff development/training in conflict resolution. The report concludes by discussing the "lessons learned" from state and local educational agencies, and by indicating a need for ongoing evaluation information regarding the short- and long-term impact of mediation. (Contains 30 references.) (CR)

ED 399 737 EC 305 068

How Can I Help My Gifted Child Plan for College?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)

DESCRIPTORS- *Clearinghouses; *Databases; *Disabilities; Elementary Secondary Education; *Information Centers; Information Services; Information Sources; Postsecondary Education; Preschool Education

IDENTIFIERS- *ERIC

This guide describes ERIC as an information system sponsored by the U.S. Department of Education that gathers, selects, abstracts, and indexes documents and articles on a wide range of education topics. The guide provides information on the following: (1) how to get started using ERIC; (2) how to use a computer to access the ERIC database; (3) how to obtain articles or documents through ERIC; and (4) how to locate ERIC information about disabilities. Two books are listed for further information on ERIC and accessing special education information. A sample ERIC document resume is provided. ERIC's 16 clearinghouses are listed, with their addresses, telephone numbers, Internet addresses, and descriptions of the education areas covered. (CR)

ED 399 753 EC 305 092

Ambler, Lana; Kupper, Lisa, Ed.

Respite Care. Briefing Paper. Interim Update.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Jun 96

NOTE- 9p.; Adapted from a 1989 NICHCY publication called "Respite Care: A Gift of Time."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Rearing; Children; *Chronic Illness; Coping; *Delivery Systems; *Disabilities; Family Needs; Family Relationship; Federal Legislation; Financial Support; Parent Child Relationship; Parent Role; Resources; *Respite Care

The challenges that families face in caring for a child with a disability or a chronic illness are reviewed in this report on respite care. A parent's narrative describes the difficulties in providing around-the-clock care to a child with a chronic illness. The benefits of respite care are outlined as follows: gives the family peace of mind, allows the family to enjoy favorite pastimes, improves the family's ability to cope with daily responsibilities, helps preserve the family unit, allows the family to become involved in community activities, allows the family to take a needed vacation, and makes it possible for family members to establish individual identities. The federal legislation impacting on respite care is reviewed and the funding problems are addressed. Suggestions are provided for parents on determining whether the family could benefit from respite care, locating respite care services, and asking the right questions to obtain essential information from service agencies. Contains a resource list of 9 references, 6 additional resources, and 18 organizations. (CR) following: "Economy and Optionality: Interpretations of Subjects in Italian" (David Adger); "Collaborative Repair in EFL Classroom Talk" (Zara Iles); "A Timing Model for Fast French" (Eric Keller, Brigitte Zellner); "Another Travesty of Representation: Phonological Representation and Phonetic Interpretation of ATR Harmony in Kalenjin" (John Local, Ken Lodge); "On Being Echolalic: An Analysis of the Interactional and Phonetic Aspects of an Autistic's Language" (John Local, Tony Wootton); "The Nature of Resonance in English: An Investigation into Lateral Articulations" (David E. Newton); "Prosodies in Finnish" (Richard Ogden); "Old English Verb-Complement Word Order and the Change from OV to VO" (Susan Pintzuk); "Situating 'Que'" (Bernadette Plunkett); "Event Structure and the "Ba" Construction" (Catrin Sian Rhys); "Explanation of Sound Change: How Far Have We Come and Where Are We Now?" (Charles V. J. Russ); "Has It Ever Been 'Perfect'? Uncovering the Grammar of Early Black English" (Sali Tagliamonte); "Voice Source Characteristics of Male and Female Speakers of French" (Rosalind A. M. Temple); and "Notes on Temporal Interpretation and Control in Modern Greek Gerunds" (Georges Tsoulas). (MSE)

ED 399 773 FL 024 098

Adger, David
Economy and Optionality: Interpretation of Subjects in Italian.
PUB DATE- Mar 96
NOTE- 23p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Discourse Analysis; Foreign Countries; Grammar; *Italian; *Language Patterns; Language Research; Linguistic Theory; Structural Analysis (Linguistics); *Syntax
IDENTIFIERS- *Subject (Grammar)

An analysis of subject placement in Italian argues that placement is not determined entirely by case, but also partly by interpretational considerations. The crucial step in the argument is that there are independent well-formedness conditions on discourse structures and that the apparent interpretational effects on preposed subjects of unaccusatives in Italian are actually effects that derive from judgments of felicity in discourse. The apparent optionality of syntactic movement is in fact conditioned by an interface constraint that requires each well-formed discourse representation structure to have a set of corresponding terminal syntactic structures. These considerations interact with a notion of global Economy to derive the correlation between subject placement, optionality, and interpretation. This conclusion actually reinforces rather than threatens the autonomy of syntax. It removes any features from the syntax that have purely interpretational motivation and leaves a simple theory of argument licensing that is purely structural. Contains 23 references. (MSE)

ED 399 774 FL 024 099

Iles, Zara
Collaborative Repair in EFL Classroom Talk.
PUB DATE- Mar 96
NOTE- 31p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

examines syntactic frames governed by the so-called impersonal verb in Old English and Middle English. "The Emergence of Creole Copulas: Evidence from Belize Creole" (Bettina Migge) offers evidence in support of a theory of the emergence and development of two Caribbean English Creole copulas using natural synchronic data from Belize Creole. "The Diachronic Fragmentation of Modal 'by' in Ukrainian" (Halyna Sydorenko) identifies five distinct manifestations of the modal in modern Ukranian, and also points to overlap in form and function, suggesting that the manifestations represent a morphological constellation. Articles contain references. (MSE)

ED 399 795 FL 024 121

Dowty, David, Ed.; And Others
Varia. Working Papers in Linguistics No. 47.
PUB DATE- 95
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bantu Languages; Chinese; Comparative Analysis; German; Grammar; Korean; *Language Patterns; Language Processing; Language Research; Languages; Linguistic Theory; *Phonology; Pronouns; *Psycholinguistics; Regional Dialects; Semantics; Suprasegmentals; Syllables; *Syntax; Tone Languages; Uncommonly Taught Languages
IDENTIFIERS- *Event Related Potentials; Word Order

Papers in phonology, psycholinguistics, and syntax include: "Discriminating between Syntactic and Semantic Processing: Evidence from Event-Related Potentials" (Kim Ainsworth-Darnell); "The Syntactic Structure of Chinese Formal Focus" (Qian Gao); "Employing a Multimodal Logic in an Approach to German Pronoun Fronting" (Karin Golde); "The Interaction of Segmental-Prosodic Rules with Tonal Rules: A Case Study of North Kyungsang Korean" (No-Ju Kim); The Status of Onsetless Syllables in Kikerewe" (David Odden); and "Exceptional Degree Markers: A Puzzle in Internal and External Syntax" (Arnold Zwicky). Articles contain references. (MSE)

ED 399 796 FL 024 122

Dowty, David, Ed.; And Others
Papers in Phonology. Working Papers in Linguistics No. 48.
PUB DATE- 96
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- African Languages; Bantu Languages; Korean; *Language Patterns; Language Research; Language Variation; Linguistic Theory; *Phonology; Siswati; Suprasegmentals; Tenses (Grammar); *Tone Languages; Uncommonly Taught Languages; *Verbs; *Vowels
IDENTIFIERS- Aspect (Verbs)

Papers in various aspects of phonological research and theory include: "One-Step Raising in Gbanu" (Mary Bradshaw); "ATR Harmony in Konni" (Mike Cahill); "Prosodic Structure in SiSwati" (Rebecca Herman); "The Deletion of /w/ in Seoul Korean and Its Implications" (Hyeon-Seok Kang); "Tense, Aspect, and Bukusu Verb Tones" (Nasiombe Mutonyi); "Patterns of Reduplication in Kikerewe" (David Odden); The Incremental Constriction Model for the Description of Vowel Height" (Frederick Parkinson); "Base-Identity Effects in Runyankore

State Directors of Vocational Technical Education regarding the challenge, mission, vision, underlying principles, practice, needs, and benefits/potential outcomes of vocational-technical education (VTE). The following topics are discussed: the challenge of making VTE the cornerstone of reconstructing the "American dream"; VTE's importance as a work force development system and provider of occupational education; the vision of VTE as a provider of education where teaching methods matched to learning styles are used to make all citizens employable at age 18; VTE's role in creating substantial economic opportunities for all students, training/maintaining the work force, providing customized training for large and small employers, establishing and promoting a school-to-work transition system, preventing failure, and encouraging employer participation in education; the importance of building on existing VTE systems to facilitate students' transition into the workplace; VTE's accomplishments in areas such as using the applied learning method, integrating vocational and academic education, identifying skills needed in the workplace, piloting performance standards and tech prep programs, pioneering performance-based assessment systems, and reaching out to special needs groups; and the financial, legislative, and other support needed by VTE to train a globally superior work force. (MN)

ED 399 351 CE 072 366

Hedges, Lowell E.
Teaching for Connection: Critical Thinking Skills, Problem Solving, and Academic and Occupational Competencies. Lesson Plans.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Agricultural Education; Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Critical Thinking; Decision Making; *Integrated Curriculum; Learning Activities; Lesson Plans; Models; *Problem Solving; Secondary Education; *Thinking Skills; *Vocational Education

This document contains 48 sample lesson plans that practicing teachers of vocational and academic education have developed to train vocational students to think critically and to solve problems. Discussed in the introduction are the following topics: critical thinking, problem solving, and decision making as the building blocks of teaching; sources of problems and decisions; problem-solving techniques; wrong decisions; preplanning with instructional schedules; supervised study; problem-solving lessons from life; and motivation processes. Next, the lesson plans are grouped by the following problem-solving techniques: key-steps situation; forked-road situation; possibilities-factors situation; situation-to-be-improved technique; effect-cause situation; and four-question interest approach. The lesson plans are drawn from a wide range of vocational program areas, including consumer homemaking, animal care, precision machining technologies, agribusiness, horticulture, occupational work adjustment, cosmetology, work and family life, business education, landscape design/management, natural resources, math intervention, and appended: "VOCTECH's Regional Centre for Vocational and Technical Education Policy on Vocational and Technical Education Development in SEAMEO Southeast Asian Ministers of Education Organisation Member Countries" (Bernardo F. Adiviso); "The Directions of New Technology of Training in the UP (University of the Philippines) Open University" (Celia T. Adriano); "The Thai Educational System and the Ministry of Education (MOE)" (Sa-nguan Boonpiyathud); "NTT for Technical and Vocational Education: Trends and Needs" (Priscilla Cabanatan); "Expert Meeting on New Technologies in Technical and Vocational Education" (Franco Campagnal); "The Selection and Use of New Technologies for Technical and Vocational Training in Developing Countries" (L. F. Pau); "Issues in Assessing the Comparative Advantages of NTT in Terms of Cost-Effective Training and Vocational Education" (Betty Collis); "Telecommunication Supporting Distance Learning" (Anna Stahmer); "Trends in Training Technologies" (Albert Herremans); "NTT: Definitions and Current Experiences" (Paolo Cellini); "Training Technology and Telematics Round Tables (T3-RT)" and "CD-I Compact Disk-Interactive as Educational Tool for Developing Countries" (Willem Bulthuis); "NTT in Temasek Polytechnic" (Lim Kin Chew); "Advanced Systems in Education for Vocational and Technical Training," "World Leader in Educational Technology," and "Advanced Technological Systems in Education for a Market-Oriented Vocational and Technical Training" (Alessandro Gava); "Education Reform in Papua New Guinea" (Stewart Hall); "NTT for Technical and Vocational Education in Japan" (Akemi Kawafuchi); "Use of New Technologies for Technical and Vocational Education in Korea" (Byong-Sun Kwak); "Education: Catching Up on Technology" (Jose D. Lacson); "Trends in Computer Assisted Learning" (M. Radhakrishna); "New Training Technology for Technical Vocational Education" (Brian Stanford); "Status of Technical Vocational Edu

ED 399 367 CE 072 415

National Profiles in Technical and Vocational Education in Asia and the Pacific: Australia.
PUB DATE- 95
NOTE- 20p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For related documents, see CE 072 416-429.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Development; Foreign Countries; Government Role; Program Descriptions; Staff Development; Student Attitudes; Technical Assistance; Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- Asia Pacific Region; *Australia; *TAFE (Australia)

This technical and vocational education (TVE) profile on Australia is one in a series of profiles of UNESCO member countries. It is intended to be a handy reference on TVE systems, staff development, technical cooperation, and information networking. Chapter 1 describes the demography, government, and economy of Australia. Chapter 2 provides information on its educational systems. Chapter 3 deals specifically with TVE. It lists addresses of responsible authorities for states/territories, summarizes statistics, and describes a typical vocational education progression. Chapter 4 summarizes results of a client opinion survey. Chapter 5 sets forth the training reform agenda. Chapter 6 provides descriptions of relevant major national organizations.

and the virtual system (the formal organization of universities/schools either becomes minimal or disappears). Two issues associated with the recent changes in DE as a result of new technologies are the need to ensure learner access to the information highway and the need for more staff development to train teachers to adapt to DE's new emphasis on learner centeredness and interaction between/among learners. (Concluding this document is an annotated bibliography of 17 print and 4 organizational resources.) (MN)

ED 399 384 CE 072 449

Benn, Roseanne; And Others
Adult Education at the Margins and towards New Paradigms. Occasional Paper Number 2.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Age Discrimination; Attitude Change; Citizenship; *Educational Change; Educational Needs; Educational Policy; Educational Practices; Educational Principles; *Educational Research; Foreign Countries; *Mathematics Instruction; Models; *Multicultural Education; Nursing Education; Research Methodology; Theory Practice Relationship
IDENTIFIERS- United Kingdom

This document contains four papers that examine four diverse topics from the field of adult education: multiculturalism, ageism, mathematics, and new paradigm research. In "Editorial Introduction," Roger Fieldhouse gives an overview of the papers and the experience of their authors. The first paper, "Multi-Cultural Perspectives on Adult Education: Putting Policy into Practice" (Nancy Gidley), discusses the need for multicultural education and issues of curriculum, access, staff development, resources, and management. The role of nurse education in challenging ageist attitudes among student nurses in the delivery of health care to older adults is examined in Catherine Cadman's paper "Ageist Practice in Nursing: The Challenge to Professional Education." In her paper "Transposing Mathematics from the Margins to the Centre," Roseanne Benn discusses the links between democracy, adult education, and mathematics. Allen Parrott's paper "Adult Education and New Paradigm Research" describes new paradigm research and suggests that adult education would be an especially fertile ground for new-style inquiry methods and philosophy because of their accord with adult education values. (MN)

ED 399 385 CE 072 457

Lorenzen, Elizabeth A., Ed.
Career Planning and Job Searching in the Information Age.
PUB DATE- 96
NOTE- 120p.; Has also been published as "The Reference Librarian, n55, 1996."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; *Career Planning; Computer

Employment in Perspective: Work Activity of Students. Report 897.
PUB DATE- Aug 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Age Differences; Career Education; Comparative Analysis; Education Work Relationship; Higher Education; *High School Students; Part Time Employment; Racial Differences; Secondary Education; Sex Differences; *Student Employment; *Undergraduate Students; Wages; Work Environment; *Work Experience; *Youth Employment

The Bureau of Labor Statistics examined the characteristics of high school students and full-time college undergraduates who work during the school year. Data were from the October 1994 supplement to the Current Population Survey (CPS). Findings indicated that over one-fourth of high school students and almost one-half of full-time college undergraduates were employed. In general, younger students were less likely to work than older students. College students were nearly twice as likely to work as high school students. In both high school and college, men and women were equally likely to have worked, although there were some differences within specific age groups. White high school students were about twice as likely to have to worked as black or Hispanic students. Among college students, about half of white and Hispanic students worked compared to just over one-third of blacks. Three-fifths of high school students and about two-fifths of college students worked in the retail trade. The vast majority of both worked 20 hours or less per week. Black and Hispanic high school students worked more hours than white students. Male and female students worked about the same number of hours. Over 90 percent of high school and college students combined were paid by the hour, compared with about three-fifths of all wage and salary workers. For college students, median weekly hours were about the same regardless of age, sex, or race. The median hourly earnings of high school students were $4.73 and of college students were $5.19. For both high school and college students, male and older students earned more. (YLB)

ED 399 403 CE 072 501

Lankard, Bettina A.
The Role of Mentoring in Career Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Development; *Career Education; *Educational Needs; *Educational Practices; Educational Resources; Educational Trends; *Education Work Relationship; *Mentors; Noncollege Bound Students; Postsecondary Education; Professional Development; Program Development; Secondary Education

Although not a new concept, mentoring is being seen as an increasingly important part of an individual's career and work force development, requiring sophisticated skills of those who provide it. Mentoring has been defined as "a relationship in expectancies in the preparation of technology education scopes, sequences, and instructional units). (KC)

ED 399 420 CE 072 537

Family and Consumer Sciences. A Maryland Curricular Framework.
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competence; Competency Based Education; *Consumer Education; *Curriculum Development; Educational Assessment; *Educational Philosophy; Evaluation Methods; *Family Life Education; *Home Economics; Secondary Education; State Curriculum Guides; Student Evaluation
IDENTIFIERS- *Maryland

This curricular framework is designed to assist administrators and teachers in planning, developing, and implementing family and consumer sciences programs in Maryland. It provides a philosophical foundation and a broad outline from which educators may construct comprehensive family and consumer sciences programs. The materials will aid local school systems in planning local curricula, developing a local philosophy, defining a local scope and sequence, evaluating the extent to which the goals and subgoals are contained in current curricular offerings, and identifying needed curricular content and instructional strategies. The document is organized into seven sections: (1) philosophy--definition of the nature of family and consumer sciences education and description of its relationship to society, the learner, and the school curriculum; (2) family and consumer sciences learner outcomes; (3) goals and subgoals (broad statements of desired outcomes, derived from the philosophy); (4) expectancies (statements that specify the expected behaviors within each subgoal); (5) illustrative objectives; (6) curriculum development and assessment (how to develop and use goals, subgoals, and expectancies in the preparation of family and consumer sciences instructional units, scopes, and sequences); and (7) authentic instructional assessments. Three appendixes include a glossary of 28 terms, sample authentic instructional assessments, and sample course descriptions. (KC)

ED 399 421 CE 072 538

Fonda, Nickie
The Evolving Role of the Non-Managerial Workforce.
PUB DATE- Dec 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; *Employee Attitudes; Employer Employee Relationship; Employment Patterns; Employment Practices; Foreign Countries; Industrial Structure; *Industrial Training; *Labor Force; *Labor Force Development; *Labor Utilization; Trend Analysis; Unions
IDENTIFIERS- National Vocational Qualifications (England); *United Kingdom

Between 1992 and 1995, 2,117 nonmanagerial employers in 31 public and private sector organizations throughout the United Kingdom were interviewed for the following purposes: analyzing the need for training and development (T&D); obtaining feedback on employees, and 5 union representatives in the 6 emerging economic sectors of health care products, environmental industries, aerospace, agri-food products, tourism, and information and telecommunications. Findings indicated that most interviewees lacked awareness with respect to the nature and scope of workplace basic skills. Most employees and employers did not consider basic skills to be a workplace issue. Funding policies of small businesses (92% of all companies in Manitoba, Canada) were not flexible enough to accommodate lost revenue from production during employee training. Many employers could list some effects of basic skills deficiencies on the workplace but remained largely unaware of their effect on human resource issues. Unions had the greatest awareness of the nature and scope of basic skills issues. Screening for basic skills proficiency at the entry level had been increasing steadily over the last 5 years. Workplace training programs were largely initiated by employers when they related to company or job-specific needs. Questions arose as to the effectiveness of workplace training. The objectives and evaluation criteria of each stakeholder group reflected their different needs and priorities. (YLB)

ED 399 440 CE 072 566

Physical Therapy Needs Assessment Survey.
PUB DATE- Aug 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations Education; Employment Opportunities; *Job Skills; *Labor Needs; *Medical Services; *Needs Assessment; *Physical Therapy Aides; Program Development
IDENTIFIERS- Maryland

To ensure that the new physical therapist assistant (PTA) curriculum at Allegany Community College (Maryland) met current professional needs, a survey was undertaken of establishments likely to employ PTAs. An employer needs questionnaire was returned by 272 establishments (of 1,250 surveyed). Findings indicated that more than half of the respondents were hospitals or private practice. The typical respondent had 10 employees, of whom 1 was a PTA. Nearly 4 in 10 respondents did not hire PTAs. Hospitals were more frequent users of PTAs in the skill areas covered by the survey than were other facilities. Each of the general skill areas surveyed was performed frequently by PTAs. Patient documentation and recognizing indications/contraindications were performed most often. PTAs needed to have a good command of medical terms and anatomy. PTAs were frequently called upon to assist patients in recognizing/practicing proper gait patterns and using assistive devices. They were also called upon to perform a variety of exercise techniques. With the exception of volume measurements, PTAs were actively used in measuring patient functions. The generally nontechnical areas of practice listed on the survey were among the most frequently needed PTA skills. In response to open-ended questions, respondents offered suggestions for additional skills and improvement of clinical training; reiterated the importance of communication and interpersonal skills. (The survey and responses to open-ended questions are appended.) (YLB)

ED 399 441 CE 072 568

used in literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 461 CE 072 602

Edwards, Hazel
Workdays. A Day in the Life of...a Plumber.
PUB DATE- 95
NOTE- 37p.; For related documents, see CE 072 594-603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Career Education; Career Exploration; Entrepreneurship; Foreign Countries; High Interest Low Vocabulary Books; *Literacy Education; *Occupational Information; *Plumbing; *Quality of Working Life; Reading Instruction; *Small Businesses
IDENTIFIERS- *Australia

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a self-employed plumber about his job. The following questions are answered: what the plumber does, why the person chose the field of employment, how the person got the job, what he does and doesn't like about it, what kind of training was needed, what the plumber does during a working week, his co-workers, the hours, and how the work contributes to society. Cartoons are used to enliven the material, and a glossary listing words is included. Although designed to be used in literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 462 CE 072 603

Edwards, Hazel
Workdays. A Day in the Life of...a Vet Nurse.
PUB DATE- 93
NOTE- 17p.; For related documents, see CE 072 594-602.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Career Education; Career Exploration; Foreign Countries; High Interest Low Vocabulary Books; *Literacy Education; *Nurses; *Occupational Information; Quality of Working Life; Reading Instruction; *Veterinary Assistants
IDENTIFIERS- *Australia

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a veterinary nurse about her job. The following questions are answered: what the vet nurse does, why the person chose the field of employment, how the person found the job, what she does and doesn't like about it, what kind of training was needed, what the nurse does during a working week, her co-workers, the hours, and how the work contributes to society. Cartoons are used to enliven the material, and a glossary listing 14 words is included. Although designed to be used in

ED 399 481 CG 027 008

Hackett, Helen; Baran, Dan
Canadian Action on Early School Leaving: A Description of the National Stay-in-School Initiative. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Daily Living Skills; *Dropout Prevention; Foreign Countries; High Schools; High School Students; *Job Skills; *Potential Dropouts
IDENTIFIERS- *Canada; ERIC Digests

Stay-in-School is a Canadian government initiative launched in the early 1990's encouraging young Canadians to build a solid foundation for the future by finishing high school and by acquiring the skills needed for the labor force of tomorrow. Three fundamental principles guided the initiative: (1) compassion, caring, and commitment are essential to change; (2) change is possible and likely when there is significant "buy-in" by participants; and (3) collective action can be expressed through the interdependency of many partners. The initiative used a strategy to reduce Canada's dropout rate through collective responsibility and action, and through the empowerment of every person. The strategy consisted of three components: (1) creating public awareness of the problem of dropouts; (2) mobilizing people by encouraging them to develop and share ideas, approaches, and solutions; and (3) providing moral and financial resources for implementing local interventions. Effects of the Stay-in-School initiative include a noticeable increase in student retention, improved academic achievement and life skills of participants, and increased public awareness of the dropout issue. Several recommendations are made regarding other large-scale student retention activities.

ED 399 482 CG 027 009

Hanna, Sharron; Dornan, Lisa
New Federal Youth Initiatives in Canada. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Counseling; Career Development; Community Development; *Community Services; Education Work Relationship; Federal Programs; Foreign Countries; *Internship Programs; Job Skills; On the Job Training; *Unemployment; *Vocational Education; Youth
IDENTIFIERS- *Canada

There is evidence that those who seek employment during difficult times, but are not successful, will continue to experience ongoing hardships throughout their working lives, often developing an ongoing dependency on the social safety net. This digest describes two federal programs on the youth employment front: (1) Youth Service Canada (YSC), aimed at putting out-of-

American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Consciousness Raising; Counseling Techniques; *Counseling Theories; *Counselor Attitudes; *Counselor Client Relationship; *Feminism; *Feminist Criticism; *Psychotherapy; Self Expression; Sex Stereotypes; Therapeutic Environment; Womens Studies
IDENTIFIERS- Relativism

Feminist therapy, born of activism and opposition to the bias within conventional psychotherapy, is most often defined by its emancipatory goals for women and its approach to treatment which examines the link between the patient's problem and systemic discrimination. In this study, 20 feminist therapists were interviewed in order to explore the way in which feminism is manifested in their psychotherapy practice. Respondents described the defining characteristic of their feminist practice as the nurturing, compassionate, and respectful nature of the therapist-client interaction. Feminist therapy, having developed outside academia, has resulted in intellectual isolation of the practitioners from the ongoing debates among scholars. Among issues discussed are gender essentialism, relational theory, and moral relativism versus absolute feminist values. Rather than a vision of feminist therapy that joins feminist ideology with psychotherapy, the respondents graft elements of feminism onto the process of their practice. This acts to guide the patient to the goal of personal fulfillment from within the existing power structure, rather than challenge it. (LSR)

ED 399 502 CG 027 378

Knox, Pamela L.; And Others
Racial Identity: Refuting the Developmental "Stage" Structure.
PUB DATE- 96
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Attitudes; *Developmental Stages; Ethnicity; Individual Development; *Racial Attitudes; *Racial Identification; Racial Relations; Self Concept
IDENTIFIERS- *Racial Identity Attitude Scale

One way in which theorists have attempted to understand the differences in identity and attitudes of minority groups, and more recently majority groups, has been through theories of racial identity development. In this study factor analysis was applied to J. E. Helms' models of racial identity development: the Black Racial Identity Attitude Scale, Form B (RIAS-B), and the White Racial Identity Attitude Scale (WRIAS). The responses of two samples (N=363; 203 Black and 160 White undergraduate students) were analyzed in order to investigate whether stage scores displayed the structure expected of variables that measure a hierarchical, developmental sequence. Characteristics expected of developmental models include the display of a simplex-like structure in the intercorrelations of stage scores and the factor loadings for stage scores approximating a two-factor semicircular configuration with variables ordered by

"What Are You Doing with That Written Language?"; (3) "How Can I Read and Write?"; (4) "How Do We Read and Write?"; (5) Sarah in Kindergarten; and (6) Lessons from Sarah. Contains 65 professional references and 20 references to children's literature. (RS)

ED 399 523 CS 012 606

Vinton, Ken
Alphabet Antics: Hundreds of Activities To Challenge and Enrich
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- *Alphabets; Class Activities; Creative Activities; Early Childhood Education; Elementary Secondary Education; *Learning Activities; *Letters (Alphabet); Written Language
IDENTIFIERS- Hieroglyphics; Morse Code

Presenting activities, facts, and illustrations, this book takes learning the alphabet to a new level. After an introduction and a brief cartoon look at the history of the alphabet, the book presents 26 four-page mini-chapters (1 for each letter) that include a brief visual history of the letter; trivia tidbits; project ideas; a list of people, places, and vocabulary words that start with the letter; an illustrated letter page to copy and color; an illustrated border page (for use in creative writing, journaling, and drawing); and examples of the letter in 6 more alphabets (Manual, Semaphore, Braille, Flag Code, Morse Code, and NATO Code). The book then presents additional alphabets (including a "feelings" alphabet, a hieroglyphics alphabet, and the Greek and Hebrew alphabets. Additional alphabet border pages are attached. (RS)

ED 399 524 CS 012 607

Abdullah, Mardziah Hayati, Comp.
Standardized and Alternative Assessment. Hot Topic Guide 59.
PUB DATE- 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Elementary Secondary Education; Liberal Arts; Performance Based Assessment; *Standardized Tests; *Student Evaluation; *Testing; Workshops
IDENTIFIERS- *Alternative Assessment; Authentic Assessment

One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide presents a variety of materials designed to assist educators in designing and implementing classroom projects and activities centering on the topic of standardized and alternative assessment. The Hot Topic guide contains guidelines for workshop use; an overview of

The Development of Writing: A Social Experience among Primary Students.
PUB DATE- May 96
NOTE- 83p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Interviews; Primary Education; Student Attitudes; Writing (Composition); Writing Apprehension; *Writing Attitudes; *Writing Instruction; *Writing Strategies
IDENTIFIERS- Illinois (Chicago Suburbs)

A program for improving the quality of student writing was developed. The targeted population consists of kindergarten, first- and second-grade students in an expanding middle class community, located in a suburb southwest of Chicago. The problem is documented through data collected from writing samples, anecdotal checklists, student interviews, and student reflections. Analysis of probable cause data indicated that students who have difficulties with writing frequently experience a lack of ownership or purpose and often fail to recognize the relevance of writing in their lives. Reviews of professional literature also pointed to inadequate time allotted to writing, failure to directly instruct writing strategies, and an insistence by many teachers that writing be accomplished in a silent, non-interactive environment. A review of solution strategies suggested by professional researchers, combined with an analysis of the problem setting, resulted in the formation of three major intervention strategies: (1) specific experiences will be provided to improve students' view of writing as a desirable form of communication; (2) frameworks will be devised to organize the classroom environment and instructional time into regularly scheduled opportunities to directly instruct and guide the writing process; and (3) a classroom climate will be created which will encourage social interaction as an integral part of the writing process. (The eight appendixes include a student writing interview, a sample lesson plan, writing rubrics, and a glossary. Contains 27 references.) (Author/TB)

ED 399 543 CS 215 459

Spandel, Vicki
Seeing with New Eyes: A Guidebook on Teaching and Assessing Beginning Writers. Third Edition.
PUB DATE- Jul 96
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Writing; Developmental Stages; *Portfolio Assessment; Portfolios (Background Materials); Primary Education; Reading Writing Relationship; Student Writing Models; *Writing (Composition); *Writing Evaluation; *Writing Instruction; Writing Processes
IDENTIFIERS- *Beginning Writing

Noting that primary-school writers are imaginative, and that their writing often reflects a mixture of creative, highly individual styles, this book places teaching ideas and students' writing and drawings in perspective and views the experimentations and playfulness of students as ways of learning. The Six-Trait Analytical Model for Assessing Writing either skills analysis grading guides and/or holistic scoring guides that will enhance prewriting instruction, guide students during the rewriting process, and facilitate objective and constructive evaluation of the written product. The two types of guides are explained. Contains 10 references. (NKA)

ED 399 563 CS 215 501

Kiernan, Vincent
Media Exposure and Knowledge about Science.
PUB DATE- Aug 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Response; *Mass Media Effects; Mass Media Role; Media Research; Newspapers; Periodicals; *Scientific and Technical Information; *Scientific Literacy; Scientific Principles
IDENTIFIERS- Science News; Television News

In a secondary analysis of the 1992 National Science Foundation Survey of Public Understanding of Science and Technology, high levels of exposure to television news are associated with lower levels of knowledge of basic scientific facts. Data were gathered through a telephone survey of a national probability sample of the United States population, aged 18 or over. Interviews were conducted with 2,001 individuals, for a completion rate of 70%. High exposure to magazines and daily newspapers is associated with higher knowledge, even after accounting for education and interest in science news. Findings suggest that televised science news may be misunderstood by viewers. (Contains 15 references, and 1 table and 1 figure of data. An appendix presents the survey questions.) (Author/RS)

ED 399 564 CS 215 502

Aiex, Nola Kortner
Parent Participation in Middle School Language Arts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescent Development; Dramatics; *Early Adolescents; Intermediate Grades; Junior High Schools; *Language Arts; *Middle Schools; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Teacher Role; Teamwork; Volunteers
IDENTIFIERS- ERIC Digests; *Middle School Students

This Digest reviews some ideas and suggestions about parental involvement in middle school education, focusing on the language arts. The Digest reviews the research on how to increase parental involvement in middle schools and presents several programs already in use at various middle schools. The diverse programs outlined in the Digest feature interactive writing homework, a booktalk approach, a reading club, and dramatics. (NKA) too personal questions, and questions with obvious answers should be avoided. Among types of interviews are: the fact interview, to obtain current information of general interest to the public; the biographical interview; the descriptive interview; and the personality or celebrity interview. Classroom applications are included. (CR)

ED 399 584 CS 509 328

George, Don
Subcortical Preprocessing of Oral Language: A Holistic Model for Language Cognition.
PUB DATE- Mar 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Auditory Discrimination; Cognitive Processes; Cross Cultural Studies; Elementary Secondary Education; Higher Education; *Language Processing; Listening Comprehension; *Oral Language
IDENTIFIERS- Cognitive Models

This paper considers the process by which humans are able to select from the complex string of sounds impinging on the ear and understand certain frequency combinations to be linguistic signals while other combinations are not. A brief review of the complex subcortical region, particularly the known but seldom studied reticular system, indicates the probability that prior to its assessment in the cerebral cortex, the signal is filtered and integrated into matrices or patterns. From this hypothesis, a model is presented suggesting the process by which a speech signal is integrated subcortically into a series of increasingly complex matrices before being transmitted to the cortex. The matrix form of the transmitted electric signal causes cortical neurons to fire simultaneously in bursts rather than resonate sequentially. The pattern of each burst will reflect the distinctive features carried in the matrix stimulus. With memory considered held in holistic patterns, or matrices, rather than as strings of energy frequencies, identification of the distinctive features of the fired pattern with the matrices of language elements held in cognitive memory forms the basic element in oral language cognition, identified here as a cogneme. Certain pedagogical implications are considered; for example, cross cultural programs and cross cultural exposure should be extended into all areas of education to include the variety of cultural differences in America. (Contains 20 references.) (Author/CR)

ED 399 585 CS 509 329

Jarzabek, M. G. Jorji
The Double Standard in CEDA: A Feminist Perspective on Gender Stereotyping in Intercollegiate Debate.
PUB DATE- Mar 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

for the student: to describe nonverbal communication and identify at least three examples; to explain why the face is an important source of information; to recognize and describe environmental factors that influence communication; and to select appropriate nonverbal signals to support verbal messages. Activities in the booklet involve body language, communicating with space, communicating with clothing, and mixed messages. (RS)

ED 399 604 CS 509 354

Overmier, Mary; And Others
Nonverbal Communication. Sending and Receiving Messages without Words.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 95
NOTE- 33p.; For related documents, see CS 509 353-356.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Class Activities; Clothing; *Communication Skills; Elementary Secondary Education; *Nonverbal Communication; *Personal Space
IDENTIFIERS- *Communication Behavior; *Message Transmission; Signals

This booklet presents nine class activities dealing with nonverbal communication. Activities in the booklet deal with facial expressions, mimes, body language, "clothes talk," personal space, and mixed messages. Many of the activities in the booklet involve coloring or drawing on illustrations provided. (RS)

ED 399 605 CS 509 355

Overmier, Mary; Frank, Cheryl
Nonverbal Communication.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 95
NOTE- 28p.; For related documents, see CS 509 353-356.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; Class Activities; Clothing; Comics (Publications); *Communication Skills; Higher Education; Idioms; *Nonverbal Communication; *Personal Space; Secondary Education; Television
IDENTIFIERS- *Message Transmission

This booklet presents 10 activities that deal with nonverbal communication. Activities in the booklet involve nonverbal messages present in the style of lettering, design, and color in advertisements; comic strips; facial expressions; body movement; idioms (such as "to be all eyes"); personal space; handshakes; clothing; and nonverbal communication on television programs. (RS)

ED 399 606 CS 509 356

Overmier, Mary; And Others
Dimensions of Nonverbal Communication.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 95
NOTE- 33p.; For related documents, see CS 509 353-355.

issues in educational leadership. Seven sample discussion-starter exercises for graduate-level course work are included. (Contains 14 references.) (LMI)

ED 399 625 EA 027 868

Public Policy and School Reform: A Research Summary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Equity (Finance); *Educational Policy; Elementary Secondary Education; Government School Relationship; Instructional Improvement; Public Policy; Resistance to Change; School Based Management; *School Restructuring

Educational policy alone will not create successful educational improvement. This summary presents key findings from 5 years of research on policy and finance, conducted by the Consortium for Policy Research in Education (CPRE). Key findings include: (1) U.S. schools have demonstrated important, positive changes in practice, attitude, and student achievement; (2) most states and many districts have adopted standards-based reforms; (3) education policy has not yet provided coherent, effective guidance on how to improve instruction; (4) reforms are not always realistic; (5) reformers often overemphasize structural changes and pay inadequate attention to instructional quality; (6) policymakers overlook the role that students could play in raising their achievement; and (7) funding is a key element of education reform and reform policy. Sections provide greater detail about the role and limits of policy, standards-based reform, the impact of policy on the classroom, intergovernmental relations and school policy, ways to build new capacity for school reform, factors that facilitate structural change, major trends in school finance, and ways to increase education productivity. A list of CPRE publications and consortium management centers is included. (LMI)

ED 399 626 EA 027 870

Fennell, Hope-Arlene
An Exploration of Principals' Metaphors for Leadership and Power.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Foreign Countries; Language Usage; *Leadership; *Leadership Styles; *Metaphors; Organizational Climate; Organizational Communication; *Principals
IDENTIFIERS- *Ontario

Metaphors are useful for creating new meanings and making assumptions explicit. This paper describes the metaphors that four female principals used to conceptualize their thinking about leadership and power. Data were derived from observations and interviews with the principals, who had been identified by their school boards as outstanding leaders, over a 3-year period, and from interviews with teachers at their schools during the first year of the study. Three themes emerged in the United States Department of Education to serve particular geographic regions of the country and its territories and to conduct research and development in partnership with state and local educators. The Labs' central focus is on linking the knowledge from both research and practice to solve the most pressing educational problems within their regions. Following an overview of the Laboratories' background and objectives, this document presents a compilation of stories that illustrate the work of the Regional Education Laboratories. The document offers profiles of various programs and their accomplishments in four high-priority areas: school reform and improvement, professional development for educators, linkages with homes and communities, and assistance to policymakers. A list of and maps of the Regional Laboratories are included. (LMI)

ED 399 646 EA 027 892

An Invitation to Your Community: Building Community Partnerships for Learning.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- Jan 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Coordination; Community Support; *Educational Objectives; Elementary Secondary Education; Federal Aid; *Federal Legislation; Federal State Relationship; Integrated Services; *Partnerships in Education; *School Community Relationship; Standards; Statewide Planning
IDENTIFIERS- *Goals 2000

The Goals 2000: Educate America Act is based on the notion of building individual community strengths, creating partnerships, and developing world-class standards for every child. Individuals interested in helping to put the act's educational objectives into action at the local level will find suggestions in this document. The publication contains general information about the act and offers questions to help analyze what needs to be done to improve learning in schools and communities. It offers guidelines for getting started (in order to receive Goals 2000 funding), including suggestions for developing a planning panel and assessing student learning. Ten elements for building a local action plan are highlighted. The document also offers questions to ask when conducting an inventory of all existing efforts related to each goal; when developing a partnership with the state; and when getting federal help for special challenges. Online library sources are also provided. The appendix outlines elements of the state Goals 2000 action plan and lists voluntary standards projects. (LMI)

ED 399 647 EA 027 893

Lines, Patricia M.
Homeschooling.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English

The chapter applies a microlevel cost-allocation model to six secondary schools within four districts in New York State, identifying conditions and constraints that impact the configuration of professional staff within schools and classrooms. Chapter 6 adapts the personnel data into a resource-allocation framework. Twenty-seven tables are included. The appendix contains a list of expense categories by objective and by function and 45 statistical tables. (LMI)

ED 399 665 EA 027 921

Grubb, Deborah
Healthy Buildings?
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Asbestos; Child Health; Elementary Secondary Education; *Environmental Standards; *Federal Regulation; *Hazardous Materials; Physical Environment; Poisons; Pollution; Radiation; *School Buildings; School Safety; Ventilation
IDENTIFIERS- *Air Quality

Health problems related to school buildings can be categorized in five major areas: sick-building syndrome; health-threatening building materials; environmental hazards such as radon gas and asbestos; lead poisoning; and poor indoor air quality due to smoke, chemicals, and other pollutants. This paper provides an overview of these areas, describing the extent of the problem, sources of the problem, and control/regulation of the problem. The term "sick-building syndrome" refers to a host of mysterious illnesses thought to result from tightly sealed, poorly ventilated buildings. In addition, the rapid proliferation of new building materials makes monitoring more difficult. The House of Representatives Committee on Energy and Commerce, Subcommittee on Health and Environment (1993) determined that serious environmental threats exist in the air of American schools. Comparative risk studies conducted by the Environmental Protection Agency in 1990 concluded that indoor air pollution is among the top four environmental risks to public health. Solutions depend upon the specific contaminant. Most, however, can be controlled by installing and using appropriate HVAC systems. (Contains 19 references.) (Author/LMI)

ED 399 666 EA 027 922

Davis, William E.
Impact of the "New Religious Right" on School Psychologists' Activities.
PUB DATE- Aug 95
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservatism; Elementary Secondary Education; Local Issues; Mental Health Workers; Moral Values; *Policy Formation; *Politics of Education; Public Education; *Religious Conflict; Religious Differences; Religious Organizations; School Counselors; *School Psychologists; *State Church Separation

function more democratically. However, if the reformers' goal is to use SBM to improve student learning, certain conditions must first be in place. An index is included. (Contains 203 references.) (LMI)

ED 399 682 EA 027 977

Creech, Joseph D.
Educational Benchmarks, 1996.
PUB DATE- 96
NOTE- 72p.; For the supplemental volume, see EA 027 978.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Education; College Attendance; *College Preparation; Dropout Rate; *Educational Assessment; Educational Finance; *Educational Objectives; Elementary Secondary Education; Enrollment; Evaluation Criteria; Graduates; Higher Education; *Performance; Preschool Education; *School Readiness; Vocational Education
IDENTIFIERS- *United States (South)

Southern Regional Education Board (SREB) monitors the South's education reforms through "Benchmarks" reports, tracking progress toward 12 goals for elementary, secondary, and higher education that were endorsed by the SREB in 1988. The board collects state-by-state data every 2 years and compares how states are doing on over 60 different indicators. This document presents findings for 1996 and reports that most improvements are accompanied by cause for concern. The positive findings are that over 90 percent of first graders have attended kindergarten, which was not true 10 years ago; enrollment is up in kindergartens and in prekindergarten programs for three- and four-year-olds; more high school students are graduating with college-preparatory courses; record numbers of students are taking Advanced Placement college-credit courses in high school; and the percentages of the South's young adults who have high school diplomas and who have attended college are virtually at the national averages. However, the report found no marked general improvement in the skills and knowledge of elementary and secondary school students as measured by state and national tests. In addition, while states spend more on education now than a decade ago, they spend a smaller proportion of state and local budgets for education even though school and college enrollments in most states are significantly larger than in previous years. (LMI)

ED 399 683 EA 027 978

Creech, Joseph D.
Educational Benchmarks, 1996: State-by-State Background Data.
PUB DATE- 96
NOTE- 122p.; For the 1996 report, see EA 027 977.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Adult Education; College Attendance; *College Preparation; Dropout Rate; *Educational Assessment; Educational Finance; *Educational Objectives; Elementary Secondary Education; Enrollment; Evaluation Criteria; Graduates; Higher Education; Performance; Preschool Education; *School Readiness; Teacher Salaries; Vocational Education
IDENTIFIERS- *United States (South)

through Observation of Free Play Interaction" (Serena Wieder); (14) "Toward Earlier Identification of Communication and Language Problems in Infants and Young Children" (Amy M. Wetherby and Barry M. Prizant); (15) "Strategies for Meaningful Assessment of Infants and Toddlers with Significant Physical and Sensory Disabilities" (Lucy Jane Miller and Cordelia C. Robinson); (16) "Neurodevelopmental Evaluation of Newborns and Infants with Genetic Disorders" (Carole Samango-Sprouse); (17) "A Values-Based Model of Infant and Toddler Assessment" (Lucy Jane Miller and Brian A. McNulty); and (18) "Family-Directed Child Evaluation and Assessment under the Individuals with Disabilities Education Act (IDEA)" (Carol Berman and Evelyn Shaw). (Individual papers contain references.) (DB)

ED 399 701 EC 305 032

Dever, Richard B.; Knapczyk, Dennis R.
Teaching Persons with Mental Retardation: A Model for Curriculum Development and Teaching.
PUB DATE- 97
NOTE- 382p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Educational Principles; *Educational Strategies; Elementary Secondary Education; *Independent Living; *Individualized Education Programs; Instructional Design; *Mental Retardation; Self Determination; *Student Educational Objectives; Teaching Methods

This text addresses curriculum development for students with mental retardation based on the premise that it is the primary job of educators to teach these individuals independence skills and also based on criticism of the academic focus of most current instructional approaches. Individual chapters consider the following topics: (1) an overview of mental retardation; (2) the aim of instruction (including an instructional definition of mental retardation and the aim of independence for persons with mental retardation); (3) the concepts of curriculum and curriculum goals (including 10 principles and goals addressing curriculum structure, content, and functions); (4) formulation of the instructional aim and curriculum goals (offering a four-step procedure for selecting and formulating goals); (5) curriculum development (with a five-step procedure suggested); (6) planning an assessment of curriculum objectives (with principles of assessment and a five-step procedure for planning an assessment); (7) conducting an assessment and developing an individualized program of instruction; (8) the program objective analysis (establishing performance standards and analyzing skill clusters); (9) providing information (techniques, feedback, fading, and motivation); (10) monitoring instructional plans (a three-step plan for developing a monitoring system); and (11) modifying instruction (appropriate responses when learners are achieving desired instructional results and when learners are not progressing satisfactorily). Appendices include a list of terminal goals, worksheets, and a checklist of potential physical problems. (Contains over 175 references.) (DB)

ED 399 702 EC 305 033

Thorpe, Harold; Chiang, Berttram
A Study of Wisconsin's Application of State and Federal LD

to culturally diverse families of children with special health care needs. In addition to training clearinghouse and case management project staffs in cultural competency, the project implemented a series of seminars, called Partners in Policy Making, to provide leadership training to parents as a way of empowering culturally diverse families in the care of their children. Twenty-four appendices are attached to the report and include: a directory of New York self-help/mutual support services for children with special health needs; guidelines for creating a local self-help/mutual support group, in English and Spanish; evaluation reports of training sessions; and materials developed by the clearinghouses. (CR)

ED 399 719 EC 305 050

Rosenhouse, Judith
Students with Special Needs: Arabic Speaking Children in Israel.
PUB DATE- 95
NOTE- 16p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995). This paper was partly supported by the J. and E. Bishop Research Fund, Technion Research No. 200-137.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; *Arabs; *Cognitive Development; *Communication Skills; *Diglossia; Disability Identification; Elementary Secondary Education; Foreign Countries; *Hearing Impairments; Minority Groups; Parent Associations; Sign Language; Social Networks; Social Services
IDENTIFIERS- *Israel

This paper explores the problems of Arab children with hearing impairments living in Israel. It addresses the linguistic challenges involved such as the intrinsic problems of the Arabic language, the diglossia phenomenon expressed in colloquial dialects and literary registers, and the problems associated with a minority language in Israel. It describes the population of Arab children in Israel with hearing impairments, considers the identification problems associated with this population, and notes the lack of special schools or programs for Arab children with hearing impairments. The paper concludes with seven identified problems of the Arab population with hearing impairments: (1) intra-family marriages continue, preventing a decrease in the number of offspring with hearing impairments; (2) there are no Arabic-speaking parent support groups; (3) there are few educational institutes for Arabic-speaking children with hearing impairments; (4) there are no social groups for Arabs teenagers with hearing impairments; (5) there has been no survey of those with hearing impairments in the Arab population; (6) sign language is less preferred for the Arab population in their educational institutes; and (7) there is a problem determining which sign language system to use. (CR)

ED 399 720 EC 305 051

Rosenhouse, Judith; Gelinas-Chebat, Claire
Voice Cues in Hearing and Hearing Impaired Hebrew Speaking Children.
PUB DATE- Jul 95
NOTE- 28p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20,

PUB DATE- 96
NOTE- 6p.; Based on the book, "College Planning for Gifted Students," by Sandra Berger.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Exploration; *College Bound Students; College Choice; *College Preparation; *Gifted; Higher Education; *Parent Role; Student Characteristics

This guide provides parents of gifted children with information on how to assist their child in preparing for college. The guide discusses characteristics of gifted students that may affect college planning. These are: multiple talents, idealistic thinking, sensitivity to expectations, and isolation from other gifted students. The guide identifies the college preparation steps that gifted students should take during the secondary years, explains how these students can explore possible career paths, and offers recommendations on how parents can help their gifted child find an appropriate college. A list of organizations and electronic resources that offer information about gifted students and college planning is provided. (CR)

ED 399 738 EC 305 069

Sterling, Beth
Your School and Your Rights: Discrimination against Children with Diabetes in the Public School System.
PUB DATE- Dec 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; *Diabetes; Disability Discrimination; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Parent Rights; Parent School Relationship; *Public Schools; Pupil Personnel Services; *Student Rights

This leaflet provides the parents of children with diabetes an overview of education legislation that affects the education of their child. The guide briefly explains the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act 1973, the rights of the parent or legal guardian of a child with diabetes, such as the right to request that their child be found eligible for special services and to have an Individualized Education Program (IEP) or an accommodation plan developed. An inset describes the difference between an I.E.P. and a Section 504 plan. The guide lists the accommodations that a written plan might include allowances for, such as eating whenever or wherever necessary, and being out sick more often than the traditional limit. The guide also notes how to address discrimination through education, negotiation, and litigation. Three relevant organizations are listed. (CR)

ED 399 739 EC 305 075

Individuals with Disabilities Education Act Amendments of 1995:

ED 399 754 EC 305 093

Deafness and Hearing Loss.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Deafness; Definitions; *Educational Strategies; Elementary Secondary Education; Etiology; *Hearing Impairments; *Incidence; *Intervention; Resources; Student Characteristics

This brief overview provides information on the definition, incidence, and characteristics of children with hearing impairments and deafness. The federal definitions of hearing impairment and deafness are provided. The different types of hearing loss are noted, including: (1) conductive (caused by diseases or obstructions in the outer or middle ear); (2) sensorineural (caused by damage to the delicate sensory hair cells of the inner ear or the nerves); (3) mixed (caused by a combination of conductive and sensorineural loss); and (4) central (caused by damage or impairment to the nerves or nuclei of the central nervous system). The fact sheet explains the educational implications of a child with a hearing impairment and describes possible special education services that the child may require, including: an amplification system; an interpreter; speech, language, and auditory training; favorable seating to facilitate speechreading; captioned films; assistance of a notetaker; instruction for the class on alternate communication methods; and counseling. The fact sheet also describes the use of alternate forms of communication by children with hearing loss. A resource list of written materials and organizations is included. (CR)

ED 399 755 EC 305 094

Deaf-Blind Perspectives. Volume 3, 1995-1996.
PUB DATE- 96
NOTE- 50p.; For volume 2 issues, see ED 392 184.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adapted Physical Education; Adults; Athletics; Communication Skills; *Deaf Blind; *Educational Strategies; Elementary Secondary Education; Family Needs; Higher Education; International Organizations; *Intervention; Networks; Parent Associations; Preservice Teacher Education; Professional Development; Recreational Activities; Services; Simulation; Skill Development; Social Support Groups
IDENTIFIERS- Individuals with Disabilities Education Act; Reauthorization Legislation; Utah

These three newsletter issues present feature articles and resources on individuals with deaf-blindness. The following articles are included: (1) "Current Status for Reauthorization of IDEA" (Joseph McNulty); (2) "Utah Enhances Services for Children Who Are Deaf-Blind" (Paddi Henderson and John Killoran); (3) "Families and Support Networks" (Robert W. Moore

PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Classroom Communication; Cooperation; Discourse Analysis; *Error Correction; Foreign Countries; *Group Dynamics; Language Research; Language Role; Linguistic Theory; Second Language Instruction
IDENTIFIERS- *Repairs (Language)

Drawing data from audiotaped lessons with 10 native-speaker English-as-a-Foreign-Language (EFL) teachers and 12 EFL learners of varied linguistic backgrounds, a study explored some of the ways in which classroom talk by learners is collaboratively built to repair errors, misunderstandings, and non-communication. Focus is on both explicit and embedded other-correction, the least preferred form of repair in everyday talk, and the ways in which the recurrent features of repair in everyday conversation between native speakers are used in a different way in the EFL classroom, and how the forms of repair used by teachers reflect the nature and agenda of the teaching activity. A conversational analysis approach is adopted, emphasizing the negotiated nature of repair rather than segmenting conversation for analysis. Repair strategies are shown to impose different costs on the lesson agenda and the learners. Teacher approaches to repair include (1) restraining themselves from other-correction, (2) pursuing repair initiation to increase opportunities for self-repair, and (3) packaging other-correction in a "camouflaged" form, which tones down unmodulated other-correction and removes the focus from the activity of repair. Forms of correction are shown to orient to the pedagogical goal of the type of EFL lesson or activity that entails conscious attention to aspects of the target language. Contains 11 references. (MSE)

ED 399 775 FL 024 100

Keller, Eric; Zellner, Brigitte
A Timing Model for Fast French.
PUB DATE- Mar 96
NOTE- 25p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Foreign Countries; *French; Language Fluency; *Language Patterns; Language Research; *Language Rhythm; Linguistic Theory; *Oral Language; *Phonology; Statistical Analysis; *Syllables

A three-tiered statistical model for predicting the temporal structure of French, as produced by a single, highly fluent subject at a fast speech rate, is outlined. The first tier models segmental influences due to phoneme type and contextual interactions between phoneme types. The second tier models syllable-level influences of lexical versus grammatical status of the containing word, presence of schwa, and the position within the word. The third tier models utterance-final lengthening. The output of the complete model correlates with the original corpus of 1204 syllables at an overall r=0.846. However, an examination of subsets of the complete data set revealed considerable variation in the closeness of fit of the model. Residuals have a normal distribution. Contains 33 references. (MSE)

ED 399 776 FL 024 101

Local, John; Lodge, Ken

Reduplication" (Robert Poletto); and "Kikamba Verb Stem Tonology" (R. Ruth Roberts-Kohno). Articles contain references. (MSE)

ED 399 797　　　　FL 024 123

Yoon, Jae-Hak, Ed.; Kathol, Andreas, Ed.
Papers in Semantics. Working Papers in Linguistics No. 49.
PUB DATE- 96
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adverbs; Discourse Analysis; Korean; *Language Patterns; Language Research; Languages; Linguistic Theory; *Pragmatics; *Semantics; Spanish; Tenses (Grammar); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Aspect (Verbs)

Papers on semantic theory and research include: "Presupposition, Congruence, and Adverbs of Quantification" (Mike Calcagno); "A Unified Account of '(Ta)myen'-Conditionals in Korean" (Chan Chung); "Spanish 'imperfecto' and 'preterito': Truth Conditions and Aktionsart Effects in a Situation Semantics" (Alicia Cipria, Craige Roberts); "Remarks on Simple Subjunctives" (Andreas Kathol); "Information Structure in Discourse: Towards an Integrated Formal Theory of Pragmatics" (Roberts); "Interpretation of Korean Temporal Markers -ESS and -NUN" (Eun Jung Yoo); and "Interpretation of Relative Tenses in Korean Time Adverbials" (Jae-Hak Yoon). Articles contain references. (MSE)

ED 399 798　　　　FL 024 125

Ikeguchi, Cecilia B.
Self Assessment and ESL Competence of Japanese Returnees.
PUB DATE- Jun 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; College Students; Cultural Education; *English (Second Language); Foreign Countries; Higher Education; High Schools; *Language Maintenance; *Language Skills; Listening Comprehension; Secondary School Students; Second Language Learning; Self Esteem; Self Evaluation (Individuals); Speech Skills; *Study Abroad; Vocabulary Development
IDENTIFIERS- *Cultural Reentry; *Japanese People

Two groups of Japanese students, 40 university students (aged 18-25) and 34 high school students (aged 13-15), assessed their own English language skills (listening, speaking, reading, and writing) after having lived in an English-speaking country for at least a year before returning to Japan. This evaluation was compared with objective listening test results and teachers' assessments of oral skills. Influence of such variables as age, sex, attitude toward English, English use patterns overseas, length of stay overseas, and time since return from overseas was also examined. Results show the college students felt their skills had deteriorated, and this was confirmed in listening and speaking tests results, particularly the longer the time since return. High school students' results show a correlation between self-assessment and language environment after return to Japan. Both groups found their classroom learning about English-speaking cultures most useful and their vocabulary small engines. Each lesson plan includes some/all of the following: program/unit/subunit; name of instructor who developed the plan; competency/terminal performance objective; strategies for related class and/or laboratory instruction; competency builders/pupil performance objectives; integrating academic competencies; required equipment/supplies/resources; schedule; and detailed guidelines for preparing to teach the lesson, presenting the lesson, helping students apply concepts/principles/skills, and evaluating student learning. (MN)

ED 399 352 CE 072 368

Education for Homeless Adults: Strategies for Implementation. Volume II - Resources and Additional Lessons.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 94
NOTE- 110p.; For volumes I and III, see ED 376 269 and CE 072 369.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Basic Education; Adult Programs; Annotated Bibliographies; Behavioral Objectives; Classroom Techniques; Community Services; *Competency Based Education; Consumer Education; *Daily Living Skills; *Educational Resources; *Educational Strategies; *Holistic Approach; *Homeless People; Interpersonal Competence; Learning Activities; Lesson Plans; National Organizations; Nonprofit Organizations; Self Employment; Statewide Planning; Stress Management
IDENTIFIERS- New York

This document, the second in a series of guidebooks that were developed for educators of homeless adults in New York, offers strategies and plans for sample lessons in which a holistic approach is used to help homeless adults and families improve their lives through education. The guidebook begins with lists of print and nonprint resources, including an annotated bibliography of 39 print resources and lists of 82 government, health-related, business-related, service, and other organizations. Presented next are 19 sample lessons on a variety of life management-related topics, including the following: schooling; communicating through body language; resocialization; establishing/improving relationships; separating professional and personal relationships; planning recreational activities; physical fitness/exercise; HIV education; stress management; goal setting; finding affordable housing; preparing for the workplace; self-employment; and using office equipment. Each lesson plan contains some/all of the following: goal; outcome objectives; list of required materials/resources; and one or more activities. Also included are 15 handouts for use with the individual lessons. Appended are a National Resource Center publications order form and addresses/phone numbers of the following: agencies listed as nonprint resources; community dispute resolution centers in New York; and AIDS regional training centers. (MN)

ED 399 353 CE 072 369

Education for Homeless Adults: Strategies for Implementation. Volume III--Family Literacy and More Lessons.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.

Publications that provide up-to-date information are listed in a final chapter. Some of the highlights are as follows: (1) states/territories carry most of the responsibility for primary and secondary education and tertiary vocational education, whereas universities are almost entirely funded by the Commonwealth; (2) technical and further education (TAFE) is increasingly being regarded as an equivalent alternative to university; (3) a survey of 25,000 students showed extremely high satisfaction with TAFE, lecturers, and equity goals; and (4) the national training reform agenda has five elements--competency-based training, national recognition arrangements, an open training market, a new entry-level training system, and equity provision. (YLB)

ED 399 368 CE 072 416

National Profiles in Technical and Vocational Education in Asia and the Pacific: Bangladesh.
PUB DATE- 95
NOTE- 85p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For related documents, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Development; Educational History; Foreign Countries; Government Role; Program Descriptions; Staff Development; Student Attitudes; Teacher Education; Technical Assistance; Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- Asia Pacific Region; *Bangladesh

This technical and vocational education (TVE) profile on Bangladesh is one in a series of profiles of UNESCO member countries. It is intended to be a handy reference on TVE systems, staff development, technical cooperation, and information networking. An overview of the report appears first. Part I provides general information on the physical geography, demography, and religion; socioeconomic background; and literacy and education. Part II describes the educational structure, secondary education, and development plans. Part III deals specifically with the technical education system. It describes formal technical education and its historical development. Part IV describes major TVE organizations, such as the Directorate of Technical Education (DTE), Bangladesh Technical Education Board, National Council for Skill Development and Training (NCSDT) and Bureau of Manpower, Employment, and Training (BMET). It also covers noninstitutional training and teacher training. Part V addresses the issues of the employment situation of institutionally trained workers and the inadequacy of training programs and lists recommendations by the Director-General of Technical Education and the International Labour Office. Appendixes include the following: a chart of institutes under the DTE; tables of numbers of graduates from 1958-78; a chart of institutes under the BMET; and 11-item bibliography. (YLB)

ED 399 369 CE 072 417

National Profiles in Technical and Vocational Education in Asia and the Pacific: Bhutan.
PUB DATE- 95
NOTE- 30p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For related documents, see

Security; Ethics; Information Dissemination; *Information Sources; *Information Utilization; *Internet; *Job Search Methods; Librarians; *Librarian Teacher Cooperation; Online Systems; Postsecondary Education; Privacy; Resumes (Personal); Secondary Education

This book contains 11 papers examining career planning and job searching in the information age. The following papers are included: "The Librarian's Role in the Job Search of the Future: Issues and Ethics in the Electronic Environment" (Elizabeth A. Lorenzen); "The Internet as Career, Job, and Employment Resource: Transition, Assimilation, Instruction" (Byron Anderson); "A Basic Guide to Job Search Resources on the Internet" (Vivian Catherine Jones); "The Internet Job Search: Strategies for Locating Online Resources" (Margaret F. Riley); "Job Searching on the World Wide Web" (Ann O'Bryan Cockerham); "Characteristics of Generation X and Implications for Reference Services and the Job Search" (Catherine A. Lee); "The Liberal Arts Job Search in an Electronic Environment: The Founding and Development of Alumnae Resources" (Bonnie Willdorf); "Job Search Strategies: Library Instruction Collaborates with University Career Services" (Brian DeHart); "Developing a Career Information Gopher: The University of Michigan Experience" (Jeanne E. Miller); "Job Searching on the Internet: A Public Library Perspective" (Rebecca Berkowitz, Heather Brodie); and "A Look at Internet Privacy and Security Issues and Their Relationship to the Electronic Job Search: Implications for Librarians and Career Services Professionals" (Greg Iaccarino). Appended are a list of Internet resources and a bibliography of 13 suggested readings. (MN)

ED 399 386 CE 072 458

Jordan, Dale R.
Teaching Adults with Learning Disabilities. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Attention Deficit Disorders; Cognitive Processes; *Dyslexia; Educational Diagnosis; Hyperactivity; *Learning Disabilities; *Literacy Education; Perceptual Impairments; Reading Difficulties; *Teaching Methods; Writing Difficulties

This book is designed to show teachers how to reach out to adults and adolescents with learning disabilities and employ specific strategies for helping them to compensate for the disabilities and acquire literacy skills. The ways in which specific differences in brain structure inhibit the mastery of reading, spelling, handwriting, phonics, and arithmetic are described. Chapter 1 introduces learning disabilities and provides general information about what is known about learning disabilities in adults. Topics covered include the following: definitions of literacy, workplace literacy skills, causes of learning disabilities, how the brain processes language information, and types of learning disabilities. The following 10 chapters are paired, with one chapter describing a specific learning disability and the following one offering strategies for compensating for that disability. The disabilities covered in the chapters are as follows: visual perception deficits, visual dyslexia, auditory dyslexia, dysgraphia and dyscalculia, and attention deficit disorders. The final chapter outlines the which a more experienced person facilitates the broad development of a less experienced person on a regular basis and over an extended period of time." It is directed to intellectual, personal, and social maturation as well as occupational development. Most mentoring is offered within school settings. It occurs in formal classroom settings, through work experience and apprenticeship programs, and through company- and community-sponsored programs. Recognizing the complexity of successful mentoring, educators are focusing on establishment of performance standards for mentoring services in career development. The quality of mentoring in school settings will depend on staff members' ability to incorporate career development concepts and activities into the curriculum and to consult with and use employers, community groups, and the general public to support the schools' career development process. Youth mentoring programs in the workplace are becoming increasingly prevalent, especially for noncollege-bound youth. A mentoring initiative implemented by the Association for Women in Science was found to be most helpful to the students in the areas of self-image and self-confidence, networking and professional contacts, career opportunities and options, letters of reference, and balancing family and work. With national education efforts focused on effective school-to-work transitions, it is likely that the use of mentoring will continue to grow, expand in focus, and improve in quality. (Contains an annotated list of 13 print resources and 3 resource organizations.) (KC)

ED 399 404 CE 072 502

Kerka, Sandra
Home Economics by Any Other Name. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Consumer Education; *Critical Thinking; Curriculum Development; *Educational Change; *Educational Philosophy; *Educational Trends; Family (Sociological Unit); Family Life Education; Higher Education; *Home Economics; Secondary Education

Within the last decade, many schools and departments of home economics have changed their name to "human ecology," whereas others have become "family and consumer sciences," and still others have remained unchanged. "Human ecology" has tended to be used more in higher education, and "family and consumer sciences," in secondary schools and professional organizations. The name changes are one manifestation of extensive soul searching within home economics, beginning in the late 1970s. At that time, Marjorie Brown and others proposed a reorientation of the curriculum from the traditional emphasis on technical and vocational skills of homemaking toward a critical sciences approach in order to help students learn to think, reflect, and take action through the study of perennial, practical family problems. Forces driving the changes in name and focus include the following: (1) changes in women's roles and family structures; (2) poor image and low priority accorded to home and family in society generally and consequently to the home economics field; (3) desire to increase the field's existing training provision; identifying barriers to T&D that might affect individuals' ability to participate in training and adapt to change; and establishing a partnership approach to the T&D of nonmanagerial employees. Many of those interviewed saw a need for additional training in the following areas: written skills (44%); oral skills (26%); math skills (22%), and computer skills (39%). A majority of interviewees stated that their training had been limited and that, although training opportunities were improving somewhat, many difficulties and barriers to training remained. Among the other concerns/problems identified were the following: poor initial introduction to the job and inadequate on-the-job training; no tradition of training; low expectations by management of employees' capabilities; poor communication skills because of poor experiences at school and deterioration of skills through lack of use; and lack of confidence in ability to cope in learning situation. The interview findings were examined in the broader context of the challenge of providing training in an atmosphere of increasing competition. (Contains 10 references.) (MN)

ED 399 422 CE 072 539

Jackman, Diane H.; And Others
Family and Consumer Sciences. Middle-Level Curriculum.
SPONS. AGENCY- North Dakota State Board for Vocational-Technical Education, Bismarck.; North Dakota Univ., Grand Forks. Dept. of Business and Vocational Education.
PUB DATE- Jun 96
NOTE- 112p.; Funded by the North Dakota Statewide Vocational-Technical Curriculum Project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competence; Competency Based Education; *Consumer Education; Course Content; *Educational Assessment; Educational Philosophy; Evaluation Methods; *Family Life Education; *Home Economics; Junior High Schools; Learning Activities; Middle Schools; State Curriculum Guides; Student Evaluation; *Teaching Methods
IDENTIFIERS- *North Dakota

This document is a curriculum guide for middle school and junior high school family and consumer sciences courses in North Dakota. The guide is organized in 16 sections. The first section provides a rationale for a middle-level family and consumer sciences curriculum and identifies nine major areas of study to be covered by the curriculum. It is followed by a scope and sequence for these nine areas, outlining the skills taught in each unit. The following 10 sections explain the curriculum outline and provide a curriculum outline for the 9 thematic areas: Future Homemakers of America; communication and relationship skills; decision-making skills; personal health issues; family issues; resource management; employment skills; technology; and community service. Each of the outlines includes key ideas, learning outcomes, learning activities, and suggested resources. A listing of 49 general resources follows. The last three sections include sample lesson plans, a discussion of student assessment, with examples and a list of 19 resources; and 36 World Wide Web resource addresses. (KC)

ED 399 423 CE 072 541

Ziegler, Suzanne; Sussman, Susan B., Ed.

Smith, Brenda V., Ed.; Dailard, Cynthia, Ed.
A Vision beyond Survival: A Resource Guide for Incarcerated Women.
PUB DATE- 95
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcoholism; Child Custody; *Community Resources; Correctional Institutions; *Correctional Rehabilitation; Divorce; Drug Addiction; *Family Problems; *Females; Guides; *Health Related Fitness; *Prisoners

This guide is a compilation of material critical to incarcerated women and to women in the community who have a history involving the criminal justice system. It provides them with a framework for analyzing problems, formulating strategies for change, and crafting solutions. Section 1 deals with negotiating the prison system. Six chapters address these topics: communicating with the outside, sentence computation, religious practice, sexual harassment and sexual abuse, disciplinary reports, and dispute resolution. Section 2 concerns community transitions. Four chapters focus on furloughs, escorted trips, surviving the parole process, and halfway houses. Section 3 discusses maintaining family ties in two chapters: child custody concerns for incarcerated women and filing for divorce. Section 4 deals with staying healthy. Its five chapters cover general medical care, pap smears and breast exam, AIDS and other sexually transmitted diseases, pregnancy, and getting help for drug addiction and alcoholism. Section 5 provides information on community resources in five chapters on public benefits, housing, job training referral sources, education and literacy training programs, and drug treatment programs. Many chapters conclude with names of individuals or organizations to contact for assistance. (YLB)

ED 399 442 CE 072 570

Employment of Minors. A Guide for 14- through 17-year-olds, Their Parents and Employers.
PUB DATE- Sep 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Career Education; Child Labor; Labor Legislation; Part Time Employment; Secondary Education; *Student Employment; Wages; Work Environment; *Youth Employment

This guide on the employment of minors is intended for 14- through 17-year olds, their parents, and employers. It first lists requirements for employers who hire minors. Then it lists the jobs that 14- and 15-year-old workers can do, both the types of businesses that would hire them and examples of the kinds of jobs that 14- and 15-year-olds may apply for. It also describes restrictions on jobs that 16- and 17-year-old workers can do. Other sections address the following: working hours for 14- and 15-year-olds and for 16- and 17-year olds; working conditions (breaks, meal periods, adequate work, weight lifting); paychecks (minimum wage, overtime, paydays, deductions, uniforms, final paychecks); agriculture employment literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 463 CE 072 604

Bainer, Deborah L.; And Others
Educating the Professionals through School-based Partnerships.
PUB DATE- Oct 96
NOTE- 37p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Basic Skills; Competence; Elementary Education; Health Services; Interpersonal Competence; Natural Resources; *Participant Characteristics; Participant Satisfaction; Participation; *Partnerships in Education; *Professional Development; *Professional Education; Public Agencies; *School Business Relationship; *Skill Development; Thinking Skills
IDENTIFIERS- Impact Studies; Secretarys Comm on Achieving Necessary Skills

The impact of school-agency partnerships on the professional development of the agency personnel working with teachers on partnership teams was examined in a qualitative study of 18 of 157 natural resources, business, and health care agency professionals identified as having participated in elementary school-based partnerships for 1-6 years in a midwestern state. The professionals were interviewed by telephone to collect demographic information and ascertain how participation in school-based partnerships had affected their attitudes toward schooling/teachers/students and their mastery of Secretary's Commission on Achieving Necessary Skills (SCANS) skills/competencies. The interviews confirmed that participation in a school-based partnership did indeed enhance all three groups' professional development. All three groups of professionals credited participation in a school-based partnership with improving (at least minimally) their competence in many of the 25 SCANS skills/competencies investigated. The natural resources professionals reported the highest levels of professional development, especially in the following areas: interpersonal skills/personal qualities, thinking and basic skills, and managing resources/information. Professional development occurred among the business professionals as well, albeit not as widely or as uniformly as in the case of the natural resources professionals. The health care professionals expressed more focused professional growth than did the natural resources professionals. (Contains 17 references.) (MN)

ED 399 464 CE 072 606

Technology Education. A Maryland Curricular Framework.
PUB DATE- Jun 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Curriculum Development; Curriculum Evaluation; *Educational

school and unemployed young people back to work; and (2) Youth Internship Program, which supports new, entry-level training programs for occupations in expanding industries. In 1994, YSC engaged over 1,100 unemployed youth in productive community service work terms which provided a weekly stipend and a completion grant in the form of a voucher. The Youth Internship Program will offer internships to high school students, high school graduates, and early school leavers who are looking for training or work opportunities. Internships will consist of school-based training, community-based training, or entry-level training in industry sectors. Both programs contain career and skills development components, with participants provided special services in such fields as career planning and counseling, career and labor market information, volunteer adult mentors, and transition assistance. (RB)

ED 399 483 CG 027 010

Hiebert, Bryan; Bezanson, M. Lynne
CAMCRY: An Innovation in Collaborative Program Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Advisory Committees; *Cooperative Programs; *Counseling; Counseling Services; Foreign Countries; Program Development; Program Evaluation; Program Implementation; Research and Development; *Youth
IDENTIFIERS- Canada

The CAMCRY (Creation and Mobilization of Counselling Resources for Youth) initiative was created in response to the large numbers of young people in need of career development assistance in Canada during the late 1980s. These groups included out-of-school youth, youth with special needs, underemployed youth, youth at risk of leaving school, and those in school without a sense of career/life direction. CAMCRY included 41 distinct projects at 18 colleges and universities across Canada, each project meeting numerous criteria: 50-50 funding (half from government and half from elsewhere), innovation, practicality, emphasis on young people, and containing rigorous field test and evaluation components. Some projects targeted professionals who work with youth, while the majority focused on youth themselves. Organizers learned that: (1) Collaboration (both in planning and operation) takes significant time; (2) Marketing is important; (3) Field test data are important but are not enough; and (4) Advisory committees can be helpful. Several elements are discussed which would enhance the initiative were it possible to do again. These elements include: (1) building a solid vision statement early to focus the advisory committee and provide cohesive direction to the projects; (2) building into the master plan ample time for implementation and mobilization; (3) recognizing that a training program is as important as the program for youth; (4) recognizing that consultants are necessary in program development; (5) providing ample support for evaluation; and (6) planning and budgeting for "spin off" events. (RB)

ED 399 484 CG 027 011

stage along a semicircle. The pattern of the RIAS-B scores appeared to approximate the developmental stage structure requirements with a reversal of the Disintegration and Reintegrations scales. Unlike the RIAS-B, the stage scores for the WRIAS failed to demonstrate a developmental stage order. Defining racial identity via developmental stage models would appear to merit reconsideration. Four tables and six graphs present hypotheses and analysis. Contains 37 references. (Author/LSR)

ED 399 503 CG 027 379

Young, Tami Lynn; Lichtenberg, James
Parental Attachment and Identity Formation in Late Adolescence.
PUB DATE- 13 Aug 96
NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; *Attachment Behavior; Behavior Development; *Emotional Development; Parent Attitudes; *Parent Child Relationship; Parent Influence; Parenting Skills; *Parent Role; *Personal Autonomy; Self Concept
IDENTIFIERS- *Identity Formation

The importance of family to identity is an accepted tenet of identity theories, though there is some dispute about the nature of this parental relationship and its facilitation of identity formation. This study investigated the relationship between the two developmental constructs of identity and attachment. Using the Identity Status Paradigm, hypotheses were tested with 329 college seniors regarding the relationship of parental attachment and the presence/absence of the processes of exploration of identity alternatives and commitment to specific aspects of identity. Analyses included a multivariate analysis to assess differences among identity statuses on variables of parental emotional support/affect and parental encouragement of autonomy, and a discriminant analysis to test whether these variables could better classify females into identity status in comparison to males. The hypothesis that a positive connectedness with parents would distinguish between identity statuses reflecting commitment versus those lacking commitment was largely supported. The hypothesis that greater parental encouragement of autonomy would characterize identity reflective of both exploration and commitment received limited support. The autonomy variable reflected differences when comparing identity characterized by both exploration and commitment with identity lacking both exploration and commitment. Attachment variables did not better classify females into identity status in comparison to males. Contains 33 references. (LSR)

ED 399 504 CG 027 382

Curran, Jack
Assessment--Service--Training: The Many Faces of a University Peer Hotline.
PUB DATE- 14 Aug 95
NOTE- 30p.; Paper presented at the Annual Conference of the American Psychological Association (103rd, New York, New York, August 11-15, 1995).
LANGUAGE- English

standardized and alternative assessment; and seven articles (from scholarly and professional journals) and ERIC documents on the topic. A 19-item annotated bibliography of items in the ERIC database on the topic is attached. (RS)

ED 399 525 CS 012 608

Qian, Gaoyin
The Role of Epistemological Beliefs and Motivational Goals in Ethnically Diverse High School Students' Learning from Science Text.
PUB DATE- Nov 95
NOTE- 30p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; High Schools; *High School Students; Inner City; Misconceptions; Prior Learning; Reading Research; *Science Instruction; *Scientific Concepts; *Text Structure; Urban Education
IDENTIFIERS- *Diversity (Student); New York City Board of Education; *Refutation Text

A study examined the relationship between two variable sets: (1) epistemological beliefs (Quick Learning, Simple-Certain Knowledge, and Innate Ability) and performance goals; and (2) conceptual understanding and application reasoning in conceptual change learning. In addition, effects of different kinds of prior knowledge on conceptual change learning were investigated. Subjects were 95 eleventh- and twelfth-grade students enrolled in science classes at an inner-city public high school in New York City. Results from repeated measures ANOVA (Analysis of Variance) indicated that refutational text was effective in facilitating conceptual change learning. Results from canonical correlation analyses demonstrated that beliefs about innate ability contributed the most to conceptual change learning, whereas beliefs about quick learning contributed the least. Findings suggest that beliefs about innate ability are an important factor in conceptual change learning among inner-city high school students. (Contains 38 references and 5 tables of data.) (Author/RS)

ED 399 526 CS 012 609

Rubin, Dorothy
Diagnosis and Correction in Reading Instruction. Third Edition.
PUB DATE- 97
NOTE- 514p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; Informal Reading Inventories; Parent Teacher Cooperation; Performance Based Assessment; Readability; Reading Comprehension; *Reading Diagnosis; Reading Difficulties; *Reading Instruction; Standardized Tests; *Student Evaluation; Study Skills; Teacher Role; Vocabulary Development; Word Recognition

Based on the premise that diagnosis and correction are interwoven with reading instruction on a daily basis, this book helps preservice and in-service teachers acquire the skills necessary to make diagnosis and correction integral parts of their is employed as a basis for teaching and assessing primary students' writing. Chapters in the book are (1) Lessons from the Classroom; (2) How the Traits Show Themselves at Primary Level; (3) Rubrics, Stages of Growth and Developmental Continuums; (4) Sample Student Papers; (5) Primary Process (which discusses the primary version of the writing process); (6) Teaching Traits to Primary Writers; (7) Teacher Talk: Answers to 10 Questions; (8) Using Reading to Teach Writing; (9) Writing with Purpose: More Than Stories; and (10) The Joy of Portfolios. Contains 21 references. A list of "writing do's and don'ts," goals for primary writers and teachers, and a description of the Six-Trait Model are attached. (RS)

ED 399 544 CS 215 469

Baker, Edith M.
Burrowing under the Gates: Becoming a Mole in Your Own Institution.
PUB DATE- 28 Mar 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *English Departments; *Interdisciplinary Approach; Naturalistic Observation; Questionnaires; Student Surveys; Two Year Colleges; *Writing Across the Curriculum; *Writing Assignments; Writing Research
IDENTIFIERS- *Faculty Attitudes; Teacher Surveys; Writing Contexts; Writing Thinking Relationship; *Yavapai College AZ

English or rhetoric and composition faculty must work to collapse disciplinary boundaries in their institutions. The challenge facing English departments is to collapse the "we-they" mentality, to develop productive partnerships with other departments, and to develop a healthy respect for other disciplines. At Yavapai College in Arizona, a survey examined the ways in which faculty in other departments were using writing as part of a writing across the curriculum program. The two disciplines selected were far removed from the humanities and English: gunsmithing and nursing. Sociology was chosen as a third discipline. Research consisted of classroom observation and student and faculty interviews and questionnaires. Results showed that much writing and thinking was going on in the classrooms but that it was being used to show learning, not to discover ideas or create new knowledge. Most all writing was transactional in its effort to complete tasks and not reflective, or as Donald Gray says, a "record of the mind in the act of knowing." Faculty expected a polished piece, not a trail of invention or thinking. Instructors were also vague about their rationales for their writing assignments. (Contains 4 tables of data, a table of recommendations for working with faculty in other disciplines, and 14 references.) (TB)

ED 399 545 CS 215 470

August, Bonne
Placement: Specific Needs, General Responsibilities.
PUB DATE- 28 Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th,

ED 399 565 CS 215 503

Jones, R. Kent
The Need To Improve Language Arts Education by Means of Esperanto.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *English Instruction; *Esperanto; Instructional Improvement; Language Acquisition; *Language Arts; *Language Skills; Language Universals; Learning Processes; Second Language Instruction; Teacher Role
IDENTIFIERS- *Educational Issues

Education helps children select and progress toward appropriate goals. One of the impediments to education for American students is their lack of skill in English. Clear insight into the essentials of language comes from observing how the variables function in a model language such as Esperanto. Once children understand the basic anatomy of language, they will not be defeated by the rules of the English language, where fully 80% of the words are not spelled phonetically. Esperanto serves as a generic introduction for all languages and should be taught in first or second grade. Since it is unlike foreign languages it can easily be learned by classroom teachers. Esperanto can serve as an ideal transition into formal English for English-speaking children, and can serve children of different native languages by helping them with the transition into English. Esperanto in the elementary school can convert the abject failure of foreign language programs into success. (CR)

ED 399 566 CS 215 504

Guzzio, Tracie Church
Collaborative Conclusions: Involving Students in the Evaluation Process.
PUB DATE- Mar 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; Evaluation Problems; *Freshman Composition; *Grading; Higher Education; Portfolio Assessment; *Student Evaluation; Student Needs; *Student Participation; Teacher Student Relationship; *Writing Evaluation
IDENTIFIERS- *Alternative Assessment; Grids

Most freshman composition instructors have to field student inquiries and complaints about grades. Research and thought about alternative methods of evaluation can help lessen this burden. Grading holistically, team and partner grading, and portfolio grading are all effective methods. Often the instructor's evaluation "language" can cause difficulty. Students can help in determining the guidelines by which they will be judged. Through a series of steps, students can be engaged in the process. Among these are asking students to write about what "good writing" is, having them brainstorm on the blackboard, and then having them provide examples of "good

(150)
DESCRIPTORS- *Debate; Feminist Criticism; Higher Education; *Sex Bias; Sex Differences; *Sex Role; *Sex Stereotypes; Sexual Harassment; Socialization; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Cross Examination Debate Association; *Gender Issues

As the community of communication educators struggles to resolve many issues within its ranks, the question of gender bias in the world of debate, and beyond, continues to be raised. Stereotypical socialization, with women as nurturing/submissive and men as dominant/aggressive, begins early and continues throughout life, and the educator is part of this process. When gender differences are examined in a competitive event such as a debate, the line is quickly crossed between gender stereotype and sexual harassment. A study by Bruschke and Johnson (1994), which included female students and judges, showed that this stereotyping is firmly set in the minds of males and females alike. A specific course of action for educators is suggested: (1) student and coach must become aware of and discuss the different ways in which men and women communicate--videos are excellent for this; (2) the class should review the legal definitions of sexual harassment; and (3) the instructor should make it clear that harassment claims will be given immediate and serious attention and a clearly stated policy of behavior should be in place, with a specific course of redress. (Samples, including rules for discussion sessions and suggestions for male/female communication, are appended; contains 19 references.) (CR)

ED 399 586 CS 509 330

Ragsdale, Vicki Abney
The Modification of the Basic Speech Course for Speech Apprehensive Students.
PUB DATE- Sep 96
NOTE- 19p.; Paper presented at the Kentucky Communication Association Meeting (Lake Cumberland, KY, September 20-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Apprehension; *Departments; Higher Education; *Instructional Effectiveness; Learning Strategies; *Public Speaking; *Speech Instruction; Student Needs; Student Reaction; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Course Development; *Northern Kentucky University; Speech Communication Education

This paper begins by pointing out that approximately 15-20% of college students suffer from a fear of public speaking, and that a 1993 study of 369 students at Northern Kentucky University revealed high levels of speech apprehension (SA) at the beginning of the semester in the introductory speech course. The paper reports that although end-of-the-semester results were better, many students did not reduce their apprehension levels. The paper then describes the development of a special SA section of the Speech 101 course at Northern Kentucky, offered each fall and spring semester. The paper discusses recruiting techniques, publicizing the program, and interviewing for course enrollment. The SA course content mentioned in the paper includes cognitive, affective, and behavioral techniques for apprehension reduction. The paper offers teaching techniques, such as partners, methods to desensitize conspicuousness, modeling, and impromptu speeches,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; *Communication Skills; Higher Education; *Nonverbal Communication; Secondary Education
IDENTIFIERS- Communication Behavior; *Message Transmission

After a brief description of the dimensions of nonverbal communication, this booklet presents 21 activities that deal with nonverbal communication. Activities in the booklet involve body movements (kinesics), facial expressions, eye movements, perception and use of space (proxemics), haptics (touch), paralinguistics (vocal elements that accompany speech), clothing, and self-image. (RS)

ED 399 607 EA 027 701

I-Wah, Pang
Functions of the Parent Teacher Association and PTA Networking--A Hong Kong Perspective.
PUB DATE- Apr 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Models; Organizational Communication; Organizational Objectives; *Organizations (Groups); *Parent Associations; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation
IDENTIFIERS- *Hong Kong; *Parent Teacher Associations

After the government established the Home-School Cooperation Committee in 1993, parent involvement in Hong Kong schools has received increased attention. This paper presents findings of a study that examined the attitudes of various groups toward the Parent-Teacher Association (PTA) and its role. Specifically, the paper attempts to: (1) provide understanding of the perceptions of the various actors in the school system towards the PTA; (2) discuss the functions of the PTA and to explore its possibilities and limitations with respect to school education; and (3) propose a model to help illustrate and analyze the various PTA functions and networking. Data were derived from a survey of all PTA chairpersons, school supervisors, and principals. Teacher and parent samples were drawn from 99 kindergartens, 112 primary schools, 90 secondary schools, 12 English School Foundations and International Schools, and 13 special schools. Parents, constrained by time, expressed apathetic views about the PTA. Teachers were constrained by heavy workloads; principals in general assigned the PTA as a medium-to-low priority and did not invite parents to participate in school decision making. It is recommended that PTAs improve their home-school communication in order to increase parent involvement and collaborate with schools to develop complementary objectives. A model illustrating the various PTA functions, including networking, is also presented. Eight tables and 3 figures are included. (Contains 38 references.) (LMI)

ED 399 608 EA 027 837

Gilbreath, Robert D.

analysis of the metaphors: the relational aspects of leadership and power; the ethic of responsibility toward coworkers; and the sense of nurturance for coworkers. The data suggest that rather than controlling the dialectic in the schools, each principal is attempting to empower, facilitate, and encourage open expression among members of their school communities. The leadership styles expressed through the metaphors illustrated the concept of "power-with" authority and the notion of leadership as multifaceted. (Contains 17 references.) (LMI)

ED 399 627 EA 027 871

Strachota, Dennis
Standards of Excellence in Budget Presentation.
PUB DATE- 96
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; *Budgets; Charts; *Educational Finance; Elementary Secondary Education; Evaluation Criteria; Graphs; Guidelines; *Information Dissemination; Money Management; Professional Associations; Records Management; *Reports; *School Business Officials; Standards

The Association of School Business Officials International (ASBO) inaugurated the Meritorious Budget Awards Program (MBA) in July 1995. ASBO specifically created this program to help school business administrators achieve a standard of excellence in budget presentation. This book is intended to serve as a practical guide to the MBA program and help school business officials prepare an outstanding budget document. The book explains how to apply the MBA criteria and offers real-life examples from exemplary school system budget documents. The first chapter provides background information on the program and offers tips for preparing a successful document and submitting it. Chapter 1 explains the program's general requirements. The remaining four chapters are devoted to each of the four major groupings of award criteria--the introductory, the organizational, the financial, and the informational sections. Each chapter is followed by a checklist and examples from actual budget documents that satisfy those specific criteria. Forty exhibits are included. Appendices list criteria for the meritorious budget award. (LMI)

ED 399 628 EA 027 872

Frank, Ivan C.
Building Self-Esteem in At-Risk Youth. Peer Group Programs and Individual Success Stories.
PUB DATE- Jun 96
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling; Economically Disadvantaged; Elementary Secondary Education; *High Risk Students; Human Services; Intervention; Juvenile Gangs; Nontraditional Education; *Outreach Programs; *Peer Influence; Prevention; *Self Esteem; Substance Abuse

Although the problems of high-risk youth are well known and raise

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Achievement; Compulsory Education; Educational Policy; Educational Resources; Elementary Secondary Education; Federal Government; *Government Role; *Home Schooling; *Private Education; *State Regulation

Choosing to homeschool or to educate a child traditionally is often a difficult and confusing decision for parents and guardians. To help them make the best possible choice, this brochure answers basic questions about homeschooling and suggests other useful sources of information. The questions include the following: (1) Do families have a right to school their children at home? (2) What does the federal government do for families who school at home? (3) How do educators and policymakers view homeschooling? (4) How well do home-schooled children do? (5) What are college-admission policies with regard to home-schooled students? and (6) What resources are available to homeschoolers? The brochure also identifies additional sources of information. (LMI)

ED 399 648 EA 027 894

Lines, Patricia M.; And Others
Homeschooling Resources for Parents and Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Home Programs; *Home Schooling; Information Sources; Instructional Materials; Nontraditional Education; Online Systems; Parents as Teachers; Printed Materials; *Private Education; Publications

This brochure highlights educational materials for parents who teach their children at home. Many of the sources are available through libraries, public schools, government agencies, nonprofit institutions, and online services. The pamphlet lists 12 magazines and newsletters now available to homeschooling families, 8 electronic sources, and 17 books. (LMI)

ED 399 649 EA 027 895

The Improving America's Schools Act of 1994. Reauthorization of the Elementary and Secondary Education Act.
PUB DATE- Sep 95
NOTE- 13p.; Brochure format.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Agency Cooperation; Decentralization; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Integrated Services; *Partnerships in Education; *Professional Development; Public Education; *Standards; *State Standards
IDENTIFIERS- *Improving Americas Schools Act 1994

Research supports the following four key elements of any

IDENTIFIERS- *Religious Right

During the late 1980s and the early 1990s, the "New Religious Right" increasingly exerted influence on the development and implementation of educational policies and programs in the United States, particularly at the local level. The movement will probably continue to directly and indirectly affect several important school activities in which school psychologists have traditionally been involved. This paper identifies specific strategies employed by religious-right activists that affect the roles and responsibilities of school psychologists and describes strategies that school psychologists can use to overcome several obstacles posed by religious-right actions. Activists engage in indirect proselytization (by teachers and students), school-board takeovers at the local level, formation of vocal pressure groups, and endorsement of voucher policies. In response, school psychologists can: (1) increase their level of awareness about religious-right tactics at the local level; (2) develop ways to involve parents and community in the educational process; (3) share knowledge with other professionals (to demystify the role of school psychologists); (3) support school-linked comprehensive services for children and families; and (4) take an active advocacy role. (Contains 27 references.) (LMI)

ED 399 667 EA 027 923

Campbell, Barbara S.; Cordiero, Paula A.

High School Principal Roles and Implementation Themes for Mainstreaming Information Literacy Instruction.

PUB DATE- Apr 96

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Access to Information; *Administrator Role; *Educational Change; High Schools; *Information Literacy; *Information Technology; Instructional Leadership; Leadership; Leadership Styles; Library Services; *Principals; Program Implementation

Societal changes driven by computer technology have contributed to the call for schools to prepare information-literate students. This paper presents findings of a case study that examined the roles that principals played in successful efforts to mainstream information-literacy instruction. The study also examined whether the change-implementation processes associated with successful school innovation were present in two case-study schools, one rural and one high school. Data were gathered from interviews with eight informants at each site--principals, library-media specialists (LMSs), assistant principals, teachers, and support staff. All six mechanisms were found in the rural school--vision building, evolutionary planning, empowerment, resource mobilization, problem coping and monitoring, and restructuring. The urban school exhibited evidence of all but the restructuring process. The principals played the roles of direction setter, communicator, and facilitator. Conclusions are that: (1) the substance of mainstreaming seems to force restructuring; and (2) engaging in ongoing communication is a key principal role. (Contains 70 references.) (LMI)

The Southern Regional Education Board (SREB) monitors the South's education reforms through "Benchmarks" reports, tracking progress toward 12 goals for elementary, secondary, and higher education that were endorsed by the SREB in 1988. The board collects state-by-state data every 2 years and compares how states are doing on over 60 different indicators. This report contains statistical data on background indicators such as enrollment, numbers of teachers, and the student-teacher ratio in the schools of southern states. It also provides data for the indicators used to assess school readiness, student achievement, the dropout rate and adult education, college readiness and completion, teacher education, faculty salaries, and funding. A total of 46 tables are included. (LMI)

ED 399 684 EC 305 015

Mason, James L.
Cultural Competence Self-Assessment Questionnaire: A Manual for Users.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Aug 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Competence; Confidentiality; Cross Cultural Training; *Cultural Awareness; Cultural Differences; Delivery Systems; *Disabilities; Family Programs; *Human Services; *Measures (Individuals); Needs Assessment; Questionnaires; *Self Evaluation (Individuals); Staff Development; Test Manuals; Test Reliability; Test Validity
IDENTIFIERS- Child and Adolescent Service System Program; *Cultural Competence Self Assessment Instrument; Training Needs

This manual contains the Cultural Competence Self-Assessment Questionnaire (CCSAQ), a measure designed to assist service agencies working with children with disabilities and their families in self-evaluation of their cross-cultural competence. The measure is based on the Child and Adolescent Service System Program Cultural Competence Model. This model describes cultural competency in terms of four dimensions: attitude, practice, policy, and structure. Introductory material notes ways the CCSAQ has been used to identify an agency's cultural competence training needs in a variety of agencies in seven states. Individual sections of the manual provide information on the application and administration of the measure, its outcomes, its reliability, its content validity, the scoring guide, and presentation of resulting data in a comprehensible format. Implications for training are discussed. Appendices include two different versions of the questionnaire--one for direct service providers and one for administrative staff. The measure contains questions in the following areas: knowledge of communities; personal involvement; resources and linkages; staffing; service delivery and practice; organizational policy and procedures; and reaching out to communities. Also included is a scale for collecting demographic information. (Contains 31 references.) (CR)

ED 399 685 EC 305 016

Eligibility Criteria.
PUB DATE- 96
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compliance (Legal); Criteria; Definitions; *Disability Identification; Educational Diagnosis; Elementary Secondary Education; *Eligibility; *Evaluation Criteria; Federal Legislation; Incidence; Intelligence Quotient; *Learning Disabilities; Minority Groups; Referral; *State Standards; Student Evaluation; Student Placement; Surveys
IDENTIFIERS- Discrepancy Formulas; *Individuals with Disabilities Education Act; *Wisconsin

This study reviewed 1137 students' records from 25 school districts to determine if there is a possible conflict between Wisconsin's learning disabilities (LD) eligibility criteria and the federal definition under the Individuals with Disabilities Education Act. It also surveyed student evaluation and placement teams concerning their application of the criteria. Wisconsin requires an individual to have normal intellectual functioning and academic discrepancies in two or more achievement areas. A literature review examined: prevalence, referral, and eligibility; IQ scores and discrepancy models; and prevalence of ethnic groups in special education. Results suggest that although some students in Wisconsin may be denied eligibility for learning disabilities when using Wisconsin's criteria inflexibly, others demonstrating the same conditions may be found eligible when the criteria are applied flexibly. It was found that the eligibility decision was based on two points: the extent to which a child has demonstrated inability for success in regular education, and the extent to which further modifications cannot be anticipated in the regular education setting without assistance from special education. Recommendations for improvements in Wisconsin's identification procedures and services for students with learning disabilities were proposed by parents, administrators, and other school personnel. Twenty appendices provide letters, questionnaires, statistical analyses, and responses to a survey. (Contains 54 references.) (CR)

ED 399 703 EC 305 034

Corbett, Sandra L.; Ross-Thomson, Betty
Educating Students with Traumatic Brain Injuries: A Resource and Planning Guide.
PUB DATE- 96
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Processes; Disability Identification; *Educational Strategies; Elementary Secondary Education; Empowerment; Family Relationship; Federal Legislation; *Head Injuries; *Individualized Education Programs; Injuries; Intervention; Needs Assessment; *Neurological Impairments; Occupational Therapy; Physical Therapy; *Reentry Students; Speech Therapy; Student Adjustment; *Student Needs
IDENTIFIERS- Behavior Management

This resource and planning guide provides a framework for

1995). Paper partially supported by the Technion VPR's Fund for Promotion of Research. No. 200-116.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Deafness; Foreign Countries; *Hebrew; Intonation; *Language Acquisition; Phonology; Pronunciation; Speech Communication; *Speech Skills; Voice Disorders
IDENTIFIERS- Israel

The difficulties and differences of the Hebrew speech of nine children (ages 7 through 11) with severe hearing impairments were compared with the speech of seven children (ages 4-8) without hearing impairments. Each child was asked to name the objects in 20 colored pictures. From the 20 objects, words were selected which included the five main vowels of the Modern Hebrew phonological system in unstressed and stressed syllables. The study analyzed the children's production of 10 syllables from six Hebrew nouns (five bisyllabic and one trisyllabic) in terms of the features of oral speech that are characteristic of individuals who have deafness, including: pitch; minimum and maximum values; ranges and standard deviations; and the duration of spoken segments. The following distinct differences between the two groups were found: (1) average pitch values were higher in the children with hearing impairments; (2) maximum pitch in accented vowels of children with hearing impairments was higher; (3) pitch ranges of children with hearing impairments were higher; (4) standard deviation values were somewhat higher in children with hearing impairments; and (5) vowel durations were larger in children with hearing impairment. An analysis of accent differences was also conducted. Attached figures show details of the comparison. (Contains 18 references.) (CR)

ED 399 721 EC 305 052

Dent, Lillianne Massey; And Others
Place/Train: Using the Mall as School.
PUB DATE- 4 Apr 96
NOTE- 93p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; *Career Planning; Community Programs; *Disabilities; *Education Work Relationship; Employment; Employment Experience; Independent Living; Job Development; Job Skills; Program Effectiveness; Secondary Education; Teacher Responsibility; Transitional Programs; *Vocational Education; *Work Experience Programs

This paper describes a three-phase program which places students with disabilities into job sites in strip malls, enclosed malls, industrial parks, and individual businesses to prepare them for their transition to independent living. The paper explains that in phase 1 of the program students train at a different site each day; in phase 2, students train at one or two sites weekly to focus on more site-specific skills; and in phase 3, the student is placed at a specific training site. It outlines the functions of the transition core staff and the responsibilities of the teacher/job coach. A program success

Reauthorization of the Individuals with Disabilities Education Act (IDEA).
PUB DATE- 29 Aug 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Disabilities; Early Childhood Education; Early Intervention; Educational Improvement; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Federal Legislation; Federal State Relationship; Inclusive Schools; Laws; Parent Education; *Policy Formation; Teacher Education
IDENTIFIERS- Amendments; *Department of Education; *Individuals with Disabilities Education Act; Proposed Legislation; Reauthorization Legislation

This prospectus describes the U.S. Department of Education's legislative proposal for the reauthorization of the Individuals with Disabilities Education Act (IDEA), as reflected in two bills: H.R. 1986 and S. 1075. The report outlines the purposes of IDEA and its positive impact. The report then presents six principles of the Department's vision for IDEA: (1) align IDEA with state and local education improvement efforts, (2) improve results for students with disabilities through higher expectations and access to the general curriculum, (3) address individual needs in the least restrictive environment for the student, (4) provide families and teachers with necessary knowledge and training to effectively support students' learning, (5) focus on teaching and learning, and (6) strengthen early intervention to help ensure that every child starts school ready to learn. Specific proposals address the issues of assessment, individualized education programs, state performance goals, student evaluations, eligibility, federal and state funding formulas, record-keeping and paperwork, services for minority students, comprehensive support programs, the connection between families and schools, and safe and disciplined classrooms. Appendices include information on parents' rights and due process. (Contains 68 references.) (CR)

ED 399 740 EC 305 079

Haslam, Robert H. A., Ed.; Valletutti, Peter J., Ed.
Medical Problems in the Classroom: The Teacher's Role in Diagnosis and Management. Third Edition.
PUB DATE- 96
NOTE- 646p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Behavior Disorders; Cerebral Palsy; Child Abuse; Child Development; Children; Chronic Illness; Communicable Diseases; Communication Disorders; Congenital Impairments; Dental Health; Diabetes; *Disabilities; Drug Abuse; Eating Disorders; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; Injuries; Mental Retardation; Neurological Impairments; Nutrition; Physical Disabilities; Physical Mobility; Referral; Sexuality; *Special Health Problems; Substance Abuse; *Symptoms (Individual Disorders); *Teacher Role; Venereal Diseases; Visual Impairments
IDENTIFIERS- Endocrine System; Sexually Transmitted Diseases

Intended for educators needing information on common medical disorders in the school setting, this book stresses the role of and Cherry W. Moore); (4) "An Introduction to the International Organizations and Literature Related to Deafblindness" (Betsy L. McGinnity); (5) "Personnel Preparation: Past, Present, and Future Perspectives" (Barbara A. B. McLetchie); (6) "Simulation Exercises To Help Stimulate Discussions about Communication Strategies Used with Students Who Are Deaf-Blind and Developmentally Delayed" (Jennifer White and Lyle T. Romer); (7) "Free To Be Me" (Joann Twitchell), a personal narrative of a parent of two children with Usher Syndrome; and (8) "Adapting Games, Sports, and Recreation for Children and Adults Who Are Deaf-Blind" (Lauren J. Lieberman). (Most articles contain references.) (CR)

ED 399 756 EC 305 095

Horton, Betty, Ed.; And Others
Supporting Diversity.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 30p.; "Feature issue on Supporting Diversity." Includes 21 short articles and sidebars on this theme.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; American Indians; Attitude Change; Blacks; *Cultural Awareness; *Cultural Differences; *Developmental Disabilities; Ethnicity; Holistic Approach; Homeless People; *Human Services; *Individual Differences; Minority Groups; Outreach Programs; Parent Associations; Parent Empowerment; Program Descriptions; Race; Religion; Sex; Sexuality; *Social Integration
IDENTIFIERS- African Americans

This newsletter feature issue focuses on services for persons with developmental disabilities that support the whole person by acknowledging, respecting, and incorporating aspects of identity such as race, ethnicity, religion, sexual orientation, gender, age, and class. Articles include: (1) "Serving the Whole Person: The Journey to Embracing Diversity" (Bonnie Shoultz and Marijo McBride); (2) "Supporting Diversity: What Will It Take?" (Betty T. Horton); (3) "The Need To Reconfigure Our Hard Drives" (James L. Mason and others), which describes the need to change attitudes and become culturally competent; (4) "Forging Coalitions" (John W. McClain and James E. Van Arsdall), which provides strategies for integrating the issues of minorities with disabilities into the national agenda of traditional civil rights organizations; (5) "Finding Support in a New Land" (Dao Xiong), which describes a parent outreach program for refugee families; (6) "Family Support in Inner-City Atlanta" (Lesa Nitcy Hope and Mary Yoder); (7) "Honoring Diversity through Spirit and Faith" (Bill Gaventa); (8) "Is It Okay for Me To Love?" (Dave Hingsburger), which describes a program that provides sex education resources for individuals with developmental disabilities; (9) "Empowering Families To Manage Service" (Marijo McBride); (10) "Seeing the Wheel within the Wheel" (Early Schwartz), which describes an educational program for Jewish individuals with developmental disabilities; (11) "Making Inclusion a Reality" (Ella Gross), which describes a program that promotes community inclusion for African American individuals with developmental disabilities; (12) "Serving Children and Families Who Are Homeless" (Tawara D. Taylor and others); and (13) "Improving Outreach to American

Another Travesty of Representation: Phonological Representation and Phonetic Interpretation of ATR Harmony in Kalenjin.
PUB DATE- Mar 96
NOTE- 43p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *African Languages; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); Phonetics; *Phonology; Syllables; Uncommonly Taught Languages
IDENTIFIERS- *Kalenjin Languages

The Kalenjin group of languages, spoken mainly in western Kenya, displays a harmony system involving the phonological feature Advanced Tongue Root (ATR). The study reported here addresses issues of the phonological representation of the ATR in Kalenjin and its phonetic interpretation. Specifically, it is shown that (1) the harmony system encompasses the consonant system as well as the vowel system; (2) ATR is best characterized as a phonological unit that has a syllabic domain; (3) there are harmony constraints on the constituents of monomorphemic polysyllables; and (4) the phonetic exponents of ATR harmony provide evidence for the need to maintain a strict demarcation between an abstract, relational phonology and interpretive phonetic exponents. It is argued that a straightforward way of handling the ATR harmony system is in terms of underspecification, and it is proposed that a formal implementation of the analysis can be constructed in terms of constraints on structured hierarchies of features that permit partial specification and structure sharing, combined with a phonetic interpretation function. Contains 95 references. (MSE)

ED 399 777 FL 024 102

Local, John; Wootton, Tony
On Being Echolalic: An Analysis of the Interactional and Phonetic Aspects of an Autistic's Language.
PUB DATE- Mar 96
NOTE- 49p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Autism; Case Studies; Communication Disorders; Descriptive Linguistics; Disabilities; Discourse Analysis; *Echolalia; Foreign Countries; *Interaction; *Interpersonal Communication; *Interpersonal Competence; *Language Patterns; Language Research; Language Rhythm; Linguistic Theory; Parent Child Relationship; Phonetics; Suprasegmentals; Tape Recordings; Young Children
IDENTIFIERS- Questions; *Turn Taking

A case study analyzed the echolalia behavior of an autistic 11-year-old boy, based on recordings made in his home and school. Focus was on the subset of immediate echolalia referred to as pure echoing. Using an approach informed by conversation analysis and descriptive phonetics, distinctions are drawn between different forms of pure echo. It is argued that one of these forms, "unusual echoes," has distinctive interactional and phonetic properties that do not have a counterpart in the speech of non-autistic children. These consist principally of a particular segmental and suprasegmental relationship to the prior adult turn, a particular rhythmic timing and a functional opaqueness. This behavior is set within the context of this study least useful. Issues in self-evaluation arising from the findings, particularly as they relate to age differences, and follow-up support after return from overseas are discussed. Contains 15 references. (MSE)

ED 399 799 FL 024 126

Lin, Angel M. Y.
Teaching in Two Tongues: Language Alternation in Foreign Language Classrooms. Research Report No. 3.
PUB DATE- Nov 90
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Classroom Communication; *Code Switching (Language); Discourse Analysis; *English (Second Language); Foreign Countries; *Language Role; Secondary Education; Secondary School Students; Second Language Instruction; *Second Languages
IDENTIFIERS- Hong Kong

A study investigated language alternation (LA) between the native language (L1) and second language (L2) in the lessons of four teachers of English as a Second Language in Hong Kong secondary schools. Qualitative analysis of classroom discourse revealed that LA is often used as an effective marker of boundaries in discourse and changes in frame. The act of code-switching and direction of switch were both found meaningful, rendering possible the effective communication and negotiation of meaning otherwise difficult to express explicitly. In addition, teachers may use L1 when teaching vocabulary and grammar, and in highly ordered patterns of LA reflecting the teacher's response to conflicting demands: ensuring limited English speakers' comprehension of the teaching points and fulfilling L2 teaching requirements. Findings suggest that the principle of using only L2 in the second language classroom should not be translated into rigid classroom practice that is not sensitive to the needs and constraints of individual classroom situations, but rather that the value of LA in discourse structuring, frame marking, teacher-student negotiation, and vocabulary teaching should be recognized. Contains 85 references. (MSE)

ED 399 800 FL 024 127

La Provision de una Igualdad de Oportunidades Educativas para los Estudiantes con Conocimientos Limitados del Idioma Ingles (The Provision of an Equal Education Opportunity to Limited English Proficient Students).
PUB DATE- Dec 92
NOTE- 14p.; For the English version, see ED 364 095.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Rights Legislation; *Compliance (Legal); Demography; *Educational Policy; Elementary School Students; Elementary Secondary Education; English (Second Language); *Equal Education; Federal Government; Federal Programs; Federal Regulation; *Limited English Speaking; Public Policy; School Districts; School Responsibility; Secondary School Students
IDENTIFIERS- *Civil Rights Act 1964

This federal policy statement outlines policy on provision of education to limited-English-speaking school children. First,

PUB DATE- 18 Sep 95
NOTE- 157p.; For volumes I and II, see ED 376 269 and CE 072 368.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Programs; Behavioral Objectives; Classroom Techniques; *Competency Based Education; Early Childhood Education; *Educational Resources; *Educational Strategies; Holistic Approach; *Homeless People; Intergenerational Programs; Learning Activities; Lesson Plans; *Literacy Education; Statewide Planning
IDENTIFIERS- *Family Literacy; New York

This document, one of a series of guidebooks that were developed for educators of homeless adults in New York, presents program development strategies and sample lesson plans that promote a holistic, contextualized approach to teaching. After a brief introduction, the importance of family literacy is discussed, and 25 publications devoted to homelessness and family literacy are listed. The remainder of the document consists of 32 lesson plans (25 dealing with various life management-related topics and 7 concerned with family literacy) along with strategies for teaching homeless people and guidelines for using the lesson plans. Each lesson plan in the life management section includes some/all of the following: goal; outcome objectives; list of required materials/resources; and one or more activities. Twenty student handouts for use with the life management lessons are also provided. The family literacy lesson plans are longer, and they outline projects that may be conducted over weeks of class meetings. Along with goals and activities, the family literacy lessons also contain bibliographies listing a total of 176 publications and list outcome objectives for the following specific audiences/levels: adults, early childhood, parent support groups, and intergenerational groups. (MN)

ED 399 354 CE 072 370

From Incarceration to Productive Lifestyle. Making the Transition: An Instructional Guide for Incarcerated Youth Education.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Classroom Techniques; Competency Based Education; *Correctional Education; *Correctional Rehabilitation; Daily Living Skills; Educational Legislation; *Educational Needs; *Educational Strategies; *Education Work Relationship; High School Equivalency Programs; Learning Activities; Lesson Plans; Problem Solving; Secondary Education; Skill Development; State Legislation; Statewide Planning; Teacher Role; Vocational Education; *Youth Programs
IDENTIFIERS- New York

This guide, which is intended for instructors of incarcerated youth, contains materials for use in helping incarcerated youth make the transition from incarceration to a productive life. Presented first are an overview of the project during which the guide was developed and a brief history of educational programming for incarcerated youth in New York State and in the

CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Educational Change; *Educational Development; Educational History; Foreign Countries; Program Descriptions; Staff Development; Teacher Education; Technical Assistance; Technical Education; *Vocational Education; Vocational Schools; *Womens Education
IDENTIFIERS- Asia Pacific Region; *Bhutan

This technical and vocational education (TVE) profile on Bhutan is one in a series of profiles of UNESCO member countries. It is intended to be a handy reference on TVE systems, staff development, technical cooperation, and information networking. Part I, Policy Concern, provides general information on the education delivery system, the role of primary education, the role of secondary education, technical and vocational education, technical education, and teacher training. Part II, Planning and Management of Technical and Vocational Education and Training (TVET), addresses problems and challenges; implementation of the plan; involvement of international assistance; and partnership with the Colombo Plan Staff College. Two charts illustrate the present situation with respect to the three basic levels of planning, and the present strengths and weaknesses of the planning processes prevailing in Bhutan, respectively. Strategies are proposed for the improvement of the planning process. Part III, Training Modes and Systems, describes the current state of technical education and training in Bhutan and these aspects of the technical and vocational education division: rural skills development, national inplant training scheme, limited skills training center, needs of the country to develop and improve technician education, and new development. Part IV, Women Technician in Industrial Development, discusses their participation at various levels. The bibliography contains 10 references. (YLB)

ED 399 370 CE 072 418

National Profiles in Technical and Vocational Education in Asia and the Pacific: Fiji.
PUB DATE- 95
NOTE- 36p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For related documents, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Educational Change; *Educational Development; Educational History; Foreign Countries; Program Descriptions; Staff Development; *Teacher Education; Technical Assistance; Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- Asia Pacific Region; *Fiji

This technical and vocational education (TVE) profile on Fiji is one in a series of profiles of UNESCO member countries. It is intended to be a handy reference on TVE systems, staff development, technical cooperation, and information networking. Part I, General Information, covers the following: location, area, and physical features; economic and labor force situation; industrial needs and labor demands; and technician education. Part II, Structure of Education, uses tables to illustrate number of schools and classification of teachers.

challenges and the hope for persons with learning disabilities in the work force in the future. An appendix describes medications for attention deficit disorders. Contains 67 references. (KC)

ED 399 387 CE 072 465

Business Involvement in Education: Literature Review.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.
PUB DATE- Jan 96
NOTE- 108p.; For related documents, see CE 072 466, CE 072 468, and CE 072 470-471. Prepared for the MLA Implementation Team on Business Involvement and Technology Integration.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Apprenticeships; Career Guidance; Comparative Analysis; Cooperative Planning; Counseling Services; Educational Needs; *Educational Planning; Educational Policy; Educational Practices; *Educational Trends; *Education Work Relationship; Employment Qualifications; Financial Support; Foreign Countries; Government Role; Integrated Curriculum; Job Skills; Lifelong Learning; Literature Reviews; Models; On the Job Training; Postsecondary Education; Private Sector; Professional Associations; Public Sector; *School Business Relationship; Secondary Education; Student Evaluation; Teacher Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Business Role; *Canada; Denmark; Germany; Japan; Sweden; Switzerland; United Kingdom; United States

The literature on business involvement in education in Canada, the United States, Germany, Denmark, Sweden, Switzerland, Japan, the United Kingdom, and other European countries was reviewed. Special attention was paid to the following topics: workplace trends/changes; skill requirements/deficits; youth employment/unemployment; integration versus separation of vocational and academic curricula; education spending; school leavers; organizations interested in school-to-work transitions; apprenticeships; vocational/career guidance/counseling; government role in education for work; cooperative programs; continuous learning; industry-based education; training of teachers/trainers and teacher education/development; and assessment of skills/knowledge. The literature regarding the Japanese and continental European experience identified a history of cooperation among business, labor, and government in developing/delivering high-quality youth training that was not present in Canada. Like Canada, however, the other countries studied were struggling with the issues of global competitiveness, faltering economies, social tensions induced by immigration, high unemployment, long-term welfare dependency, and a changing workplace. It was concluded that Canadian policymakers and educators must develop a school-to-work transition system possessing the following traits: responsive to the concerns of industry; flexible; committed to quality; and oriented toward integration of academic and vocational education and provision of career education, guidance, and support and opportunities for lifelong learning. (Contains 88 references.) (MN)

ED 399 388 CE 072 466

Business Involvement in Education: Public Consultation Findings and Technical Appendix.

standing in academia and to recruit and retain students with a more relevant curriculum; (4) the influence of feminist thought, with its emphasis the on valuing the family sphere as much as the public sphere; and (5) the trend toward integrated curricula and holistic, connected forms of knowledge. The restructuring in home economic reflects the overall restructuring taking place in many educational institutions. The field of study still retains its focus on the work of the family, however. (Contains an annotated list of 16 references and 3 resource organizations.) (KC)

ED 399 405 CE 072 504

Raizen, Senta B.; And Others
Technology Education in the Classroom: Understanding the Designed World.
PUB DATE- 95
NOTE- 249p.; Jossey-Bass Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Built Environment; *Classroom Techniques; Developed Nations; *Educational Needs; Educational Philosophy; Educational Practices; Educational Resources; *Educational Trends; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Futures (of Society); *Teaching Methods; Technological Literacy; *Technology Education

This book, a report from the National Center for Improving Science Education, examines how technology can be taught in the classroom. The five chapters establish the need for technology education, describe its status, develop a vision of what it could and should look like, and make suggestions and recommendations about how to achieve that vision. Vignettes, mostly from lessons and curricula used in existing programs, give specific examples of the ideas being discussed. Chapter 1 establishes the need for technology education by analyzing current educational practice in the United States and introduces a comprehensive vision for technology education. Chapter 2 provides an overview of the major difficulties that lie in the way of creating a place in the K-12 curriculum for the kind of technology education discussed in the first chapter. The five sections of chapter 3 contain the following: a statement of guiding principles for technology education; explicit goals for technology education; description of how technology should be taught, and general guidelines for curriculum planning and for teaching and learning strategies. Chapter 4 illustrates a range of specific curricular alternatives, and chapter 5 deals with implementation issues and makes recommendations for action designed to deal with them. Five appendixes include the following: (1) descriptions of technology education in various countries, including England and Wales, Germany, Japan, and the Netherlands; (2) a slice of a K-8 technology program; (3) fictitious excerpts from a high school handbook and student transcripts that illustrate a linked set of science and technology programs for grades 9-12; (4) an annotated list of 89 additional readings and resources useful in planning and implementing technology education programs; and (5) a list of school sites and teacher education collaborative active in technology education. Contains 54 references. (KC)

ED 399 406 CE 072 506

The Effectiveness of Adult Literacy Education: A Review of Issues and Literature Related to Outcome-Based Evaluation of Literacy Programs.
PUB DATE- Feb 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Competency Based Education; *Evaluation Utilization; Foreign Countries; *Literacy Education; Literature Reviews; Program Effectiveness; Program Evaluation; Research Needs; Student Evaluation

A literature review examined how literacy programs can assess their effectiveness by looking at outcomes and using this information. Very few empirical studies showed the impacts of literacy programs or identified predictors of program success. One reason was the lack of common criteria for evaluating performance. One evaluation issue was whether the same measures should be used to assess both individual progress and program effectiveness. Results of the U.S. National Evaluation of Adult Education Programs (NEAEP) showed that using the same types of measures across programs allowed discovery of what program components most affected outcomes. The NAEAP study was also used to investigate research on variables assumed to be linked to program effectiveness. According to the study, the strongest predictors of retention were support services, instruction during the day, and type of learning environment. Age was not a barrier to acquiring literacy and increased hours of instruction were not sufficient to ensure increased skill development. Literacy skills were not easily transferred between workplace and general literacy programs; family literacy programs had potential for both adult and child literacy. Questions for further outcomes-based research were suggested, including the cost benefit of putting limited resources into instruction rather than outreach, maintenance of learner motivation, and instructor training. (Contains 31 references.) (YLB)

ED 399 424 CE 072 543

Nonesuch, Kate, Ed.
Making Connections. Literacy and EAL from a Feminist Perspective.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Training and Adjustment Board, Toronto.
PUB DATE- 96
NOTE- 395p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Beginning Reading; *Classroom Techniques; Cultural Awareness; Employed Women; Females; *Feminism; Foreign Countries; Functional Literacy; Learning Activities; Learning Processes; *Literacy Education; Poetry; Program Development; Program Implementation; Reading Instruction; Reading Materials; Resource Materials; Role Models; Self Esteem; Sex Role; Student Centered Curriculum; Teacher Student Relationship; Violence; *Womens Education
IDENTIFIERS- *Canada

This book is designed for instructors and tutors working with female learners in literacy and English-as-an-additional language (EAL). It consists of a series of papers that explore some of the links among feminism, literacy, violence, and a (who can work, power driven machinery, agricultural minimum wage, hours in agriculture); entertainment productions; canneries; door-to-door sales; and youth camps. The final section lists prohibited/hazardous occupations or operations for 16- and 17-year-olds. (YLB)

ED 399 443 CE 072 571

A Report of the Child Labor Task Force.
PUB DATE- Nov 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Career Education; Education Work Relationship; Part Time Employment; Secondary Education; *Student Employment; Wages; Work Environment; *Work Experience; *Youth Employment

A task force studied youth work and its impact on the health, education, and safety of 16- and 17-year-olds. The study covered such issues as the following: effects of work on school performance, work's physical and psychological effects on young people, the effects work can have on young people's preparation for lifelong work, and what steps can be taken to emphasize the positive benefits enjoyed by working young people while limiting the drawbacks. Four methods were used to gather information: a review of major research and studies, public hearings throughout Oregon, a survey of employers, and a survey of 16- and 17-year-olds. Findings indicated that the number of 16- and 17-year-olds who work had increased in recent years and many businesses who employed minors relied heavily on them. Student jobs were often low-paying, unfulfilling, and offered little in the way of educational value or preparation for adult work. A number of positive benefits were enjoyed by young people who worked, such as enhanced self-esteem, an early appreciation for the work ethic, and a degree of financial freedom. However, the study also concluded that these benefits could be short lived if not linked to long-term career and education goals. Youth work was not inherently good or bad. Many young people could effectively balance school and work, whereas others could not. A school-to-work connection and transition was necessary. (Appendixes contain a 34-item bibliography and questionnaire.) (YLB)

ED 399 444 CE 072 574

Huston, Jane
Security Procedures for Employers and Employees. Teacher Edition.
PUB DATE- 93
NOTE- 180p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Competence; Competency Based Education; Course Content; Curriculum Guides; Driver Education; Learning Activities; *Occupational Safety and Health; Postsecondary Education; Secondary Education; Teaching Methods; Units of Study; *Work Environment
IDENTIFIERS- *Building Security

This curriculum guide contains four units of instruction for a course in security procedures for employers and employees. The units cover the following topics: (1) establishing a secure

Objectives; Educational Philosophy; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; *Statewide Planning; Systems Approach; Technological Advancement; *Technological Literacy; *Technology Education

IDENTIFIERS- *Maryland

This document is designed to help administrators and teachers plan, develop, and implement technology education (TE) programs. It provides a philosophical foundation and broad outline for constructing comprehensive TE programs that develop middle school and high school students' technological literacy by focusing on the ways in which ingenuity, processes, materials, devices, science, and mathematics may be applied to solve problems and thereby meet society's needs and desires. The materials presented focus on developing and evaluating curricula focusing on the following: applying technology systems; understanding technology's nature, impacts, and evolution; using technology to solve problems; making informed decisions about technological issues; using technology resources; applying science, mathematics, and other areas of study; becoming aware of/exploring careers; and achieving multicultural and gender diversity. The following topics are examined in the document's 10 sections: philosophy of TE and its relationship to society, learners, and school curricula; nature/scope of technology, technological literacy, and TE; vision for TE; TE learner outcomes; TE goals/subgoals; expected behavioral outcomes of TE; illustrative objectives; and curriculum development and assessment (development and evaluation of a TE program's philosophy, goals, scope/sequence, and instructional units). Appended are the following: glossary; discussion of the derivation and application of technology systems; and sample course descriptions. (MN)

ED 399 465 CE 072 610

Hansel, Pauletta

Appalachian/African-American Cultural Education Project. Research to Practice.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Sep 96

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Blacks; *Cultural Awareness; Cultural Background; *Cultural Education; High School Equivalency Programs; Inservice Teacher Education; Racial Discrimination; Social Discrimination; *Student Motivation; *Teacher Attitudes; *Teacher Improvement; Teacher Workshops

IDENTIFIERS- African Americans; *Appalachian People

During its first year, the Appalachian/African-American Cultural Education (ACE) Project undertook an evaluation to assess the program's impact on the knowledge, behaviors, and attitudes of its teachers. Assessment tools included pre- and posttests on cultural content, observation, teacher interviews, teacher self-evaluation, and participant evaluations. Teachers reported the following: (1) greater familiarity and comfort with cultural subject matter; (2) more confidence in their ability to facilitate group learning, as opposed to relying on traditional teaching materials and activities; (3) greater familiarity and comfort with alternative teaching methods; (4) increased desire and ability to treat students as equal partners in the learning process; (5) increased confidence in their own abilities as well as other personal changes; and (6) positive advances for

McLaughlin, MaryAnn
Employability Skills Profile: What Are Employers Looking For? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Basic Skills; *Employer Attitudes; Employers; *Employment Potential; Foreign Countries; *Job Skills; Profiles
IDENTIFIERS- Canada; *Employability Skills Profile

One of the goals of education in Canada is to prepare young people to participate in paid work, either as employees or self-employed. Many educators faced the challenge of preparing youth for the highly competitive and changing global marketplace by calling on employers to articulate and communicate their needs. In an attempt to address the changing skills needed to be successful in the workforce, the Conference Board of Canada developed an Employability Skills Profile, based on input from employers and validated by a wide range of stakeholders. Twenty-five major employers stated that employers in Canada were looking for people possessing the following traits: (1) ability to communicate, think, and continue to learn throughout life; (2) ability to demonstrate positive attitudes and behaviors, responsibility, and adaptability; and (3) ability to work with others. The Profile, which is presented as a table, has become a benchmark which educators, counselors, and businesses use to identify the foundational skills necessary for successful living. (RB)

ED 399 485 CG 027 012

Peavy, R. Vance
Career Counseling with Native Clients: Understanding the Context: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; In its: Exemplary Career Development Programs & Practices: The Best from Canada, 1995, see ED 382 900.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Canada Natives; *Career Counseling; *Career Development; *Counseling Effectiveness; Counseling Techniques; Counselor Client Relationship; *Cultural Awareness; Cultural Context; Cultural Pluralism; Elementary Secondary Education; Foreign Countries; Indigenous Populations; Interpersonal Communication; Racial Bias; School Counselors; Self Concept; Youth
IDENTIFIERS- Canada; ERIC Digests

The contextual considerations outlined in this digest provide a framework for career counseling with Canadian Native youth, a process which requires an unusually large range of cultural understanding and an appreciation of diversity and uniqueness. Counselors need to be aware of individual diversity within Native groups. Four Native "cultural-self" definitions presented are: (1) traditional; (2) assimilated; (3) transitional; and (4) bi-cultural, each of which have profound

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Counselor Training; Data Collection; Higher Education; *Hotlines (Public); *Needs Assessment; *Outreach Programs; *Peer Counseling; Peer Groups; Prevention; Student Attitudes; Student Problems
IDENTIFIERS- State University of New York Albany

In this study, a peer-operated university-based anonymous hotline is a data source for the assessment of student concerns and needs, providing empirical information for prevention-oriented psycho-educational campus programming. This paper covers the collection and assessment of data from the anonymous hotline service of the Middle Earth Peer Assistance Program at the State University of New York at Albany. For the 1994-95 academic year, peer assistants recorded information on all calls to the hotline: demographic, call content, and counselor's response. Five tables reflect the patterns of usage of the hotline, representing the topic and frequency of calls and gender of caller. Data indicates that males used the hotline more than females, with most male repeat callers discussing sexual issues. Females, twice as likely to be non-repeat callers, were concerned with such issues as assault, rape, and eating disorders. Training undergraduate hotline staff to record calls with a data collection instrument is vital to the assessment of patterns of usage. Empirical analysis guides future curricula and the targeting of program intervention while acquainting students with the research aspect of the mental health profession. Appended are two recording instruments, and several tables which present statistical analysis. (LSR)

ED 399 505 CG 027 446

AWARE: User's Guide, Version 1.0.
PUB DATE- 93
NOTE- 43p.; For use with a PC-based software program, included on four 5 1/4 inch floppy diskettes (not available from ERIC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- College Admission; *College Choice; *College Planning; *Computer Software; *Computer Uses in Education; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; *Paying for College; School Counselors; *Student Financial Aid

As part of an early awareness initiative, the United States Department of Education developed an interactive software package to provide early information to middle school and high school students about postsecondary education opportunities, costs of attendance, and availability of financial aid. This user's guide describes how to install and use the graphical menu-driven AWARE software program. AWARE includes three components: (1) an interactive game, "The Search for Infinite Wisdom," targeted at 5th through 8th grade students which focuses on staying in school, planning ahead, and financial aid; (2) three screen shows comprising a component on higher education and financial aid, focusing on why to stay in school, reading program. To achieve this goal, the book combines theory, basic knowledge and skills, practical application, and hands-on material. Chapters in the book are (1) Introduction to a Diagnostic-Reading and Correction Program; (2) The Teacher's Role in the Diagnostic-Reading and Correction Program; (3) What a Teacher Should Know about Tests, Measurement, and Evaluation; (4) Some of the Factors That Affect Reading Performance; (5) Visual and Auditory Factors and Their Effect on Reading; (6) Who Is Underachieving in Reading?; (7) Standardized Reading Achievement Tests: Survey Type; (8) Diagnostic Reading Tests and Techniques I: An Emphasis on the Informal Reading Inventory; (9) Diagnostic Reading Tests and Techniques II; (10) Observation and Other Child Study Procedures as Diagnostic Techniques: Performance-Based Assessment; (11) Helping Children Overcome Reading Difficulties; (12) Word Recognition Skills and Vocabulary Expansion: An Emphasis on Diagnosis and Correction; (13) Reading Comprehension and Literature: An Emphasis on Diagnosis and Correction; (14) Learning Strategies and Study Skills in a Diagnostic-Reading and Correction Program; (15) Helping Special Children in a Diagnostic-Reading and Correction Program; and (16) Teachers and Parents as Partners in the Diagnostic-Reading and Correction Program. Appendixes include an informal reading inventory, the Fry Readability Formula, and a 300-item glossary. (RS)

ED 399 527   CS 012 610

Harp, Bill; Brewer, Jo Ann
Reading and Writing: Teaching for the Connections. Second Edition.
PUB DATE- 96
NOTE- 618p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Classroom Environment; Educational Technology; Elementary Education; *Emergent Literacy; Evaluation Methods; *Instructional Development; Integrated Activities; *Reading Instruction; Reading Processes; *Reading Writing Relationship; Special Needs Students; Student Evaluation; *Writing Instruction

Adding new chapters on emergent literacy, special needs children, and technology in the reading/writing classroom, the second edition of this book emphasizes that teaching children how to read and write is not enough--teachers must create an environment that invites children to want to read and write for real, communicative purposes. Chapters in the book are (1) The Development of Language; (2) The Reading Process; (3) The Writing Process; (4) Emergent Literacy; (5) Assessing Children's Reading and Writing Progress; (6) Working with Children with Special Needs; (7) Using the Cueing Systems; (8) Creating Meaning with Text; (9) Basal Readers in the Reading/Writing Program; (10) Literature in the Reading/Writing Program; (11) Assisting Children with Content-Area Reading; (12) Planning for Literacy Instruction throughout the Day; and (13) Reading, Writing, and Technology: Making the Connection. An epilogue presents essays by 4 classroom teachers that describe how they plan meaningful, integrated curriculum activities for their learners. Contains references to over 400 professional resources and over 200 works of children's literature. Appendixes present instructions for bookbinding; analytical traits writing assessment; position statements on standardized testing, grade equivalents, and literacy assessment; and 45 phonics generalizations. (RS)

Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Advisory Committees; Higher Education; Mathematics Skills; Policy Formation; Portfolio Assessment; *Public Colleges; Reading Skills; Standardized Tests; *Student Evaluation; *Student Placement; Writing Skills
IDENTIFIERS- *City University of New York; Placement Tests; Teacher Surveys

The work of the Placement/Progress Subcommittee for the City University of New York (CUNY) system is important. The Freshman Skills Assessment Program (FSAP) comprises one set of instruments used at two points and for two purposes: at initial placement in reading, writing, and math and later at exit from remedial programs. The CUNY Writing Assessment Test (WAT) and Mathematics Assessment Test (MAT) were developed in-house; for reading, the DTLS is used. This system is extremely powerful because it forms a major part of the foundation upon which articulation among the 17 colleges rests. It is of especially sharp concern to community colleges because of its effect on transfer. Faculty surveys at the various colleges revealed some patterns and problem areas. "Initial Placement" actually comprises two judgments. It determines whether or not a student is remedial; then it places the student in the appropriate course. The tests were found to be more effective in the first task than in the second. In the measuring of student progress, many campuses have developed exams or portfolios or other assessment procedures to be used instead of or along with the FSAP. These in-house measures have the advantage of a closer relationship to the institution's curriculum. The subcommittee came forward with a number of recommendations for initial placement and the assessment of progress: in each case they tried to balance the need for system-wide articulation with the desirability of responsiveness to locally determined curricula. (TB)

ED 399 546 CS 215 471

Farrell, John Thomas
The Writing Center Professional and Graduate Students: Developing an Ethical Paradigm.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Consultants; Higher Education; *Teacher Student Relationship; Tutoring; Tutors; Writing (Composition); *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Aristotle; *Professional Ethics

The "consultant" model for the writing center professional is especially appropriate when graduate students are the ones seeking assistance with their writing. For many academicians with backgrounds in the humanities and liberal arts, "consulting" is a term fraught with mystery. Many have never "consulted" and are not entirely clear what a consultant does. Much has been written on the subject of consulting ethics. The writing" to be read aloud and discussed. A survey is then designed based on these classroom activities, and the answers are used to construct a response sheet or grading grid with general categories that outline the criteria agreed upon in class. Teacher comments, including emotional or intellectual reactions to the writing, can be written in the margin or at the end of the paper. Grids are a way to satisfy students' hunger for ranking without giving conventional grades on individual papers. (CR)

ED 399 567 CS 215 505

Carney, Debra; Koncel, Mary A.
Efficacy in Social Work Writing.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Content Area Writing; Educational Needs; *Expository Writing; Higher Education; Occupational Surveys; *Professional Training; Questionnaires; *Social Work; *Social Workers; Writing Improvement
IDENTIFIERS- *Efficacy; Massachusetts (Boston); Training Needs; Writing Contexts; *Writing Tasks

Social workers write under many and varied pressures. A study examined the writing tasks and challenges facing social workers. An open-ended questionnaire was administered to 16 social workers in the Boston area--half were clinicians, and half were administrators/clinicians. The questionnaire was divided into three sections: a description of writing tasks, a description of writing practices, and a description of the education and/or training that prepared the participants for these writing tasks. Results revealed that social workers view writing as essential to their profession, yet many have difficulty meeting their professional writing demands. One major concern for this sample was balancing three challenges: working with confidential material, producing under tight time constraints, and writing for multiple audiences. Findings suggest that social workers not only desire but would also benefit immensely from ongoing writing instruction geared specifically to their profession. As the profession places increasing importance on effective writing in the future, it is imperative that social workers become strong, competent, and confident writers. To achieve this goal, writing instructors and social workers can join forces in both the academic and professional realms. (Author/NKA)

ED 399 568 CS 215 509

Bloom, Harold
The Western Canon: The Books and School of the Ages.
PUB DATE- 95
NOTE- 558p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - General (050)

and also gives grading and counseling center advice. The paper also reports that a review of pre- and posttests for all semesters shows that the special SA section has been a success. Samples, including forms, a syllabus, and schedules are appended; contains 11 references. (CR)

ED 399 587 CS 509 331

Potter, Robert F.
Measuring Ethical Sensitivity to Radio Messages.
PUB DATE- 13 Aug 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; *Ethics; Higher Education; Media Research; *Programming (Broadcast); *Radio; Undergraduate Students
IDENTIFIERS- Media Ethics; *Message Responses

A study examined whether ethical sensitivity can be measured in response to radio programming. The study was interested in the extent to which a person feels a program is unethical in either its substance or its presentation. Subjects, 17 undergraduates in telecommunications at a large midwestern university, received course credit for their participation. Subjects were randomly assigned to one of the four tape orders. All subjects heard all four of the stimuli representing the within subjects factors. Experimental data suggests that ethical sensitivity can be measured in response to both radio news and humor. Comparisons of thought-list and written questionnaire data suggest that while people have more ethical thoughts when specifically questioned about ethics, ethical sensitivity can be measured equally well without probes. Future research in this area seems warranted. (Contains a figure, 2 tables of data, and 46 references.) (Author/NKA)

ED 399 588 CS 509 332

Gustafson, Robert L.; Thomsen, Steven R.
From Practitioner to Professor: An Exploration of the Induction and Mentoring Processes in University Advertising and Public Relations Programs.
PUB DATE- Aug 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Beginning Teacher Induction; *College Faculty; Educational Research; *Faculty Development; Higher Education; Mentors; *Public Relations
IDENTIFIERS- *Practitioners; Teaching Research

Induction and mentoring have been described as the processes during which new professors become integrated into the teaching profession. Both are particularly important in advertising and public relations education, where a large number of new faculty hires are former practitioners. A survey of 113 Association of Schools of Journalism and Mass Communication (ASJMC) member schools revealed that although 52% of the schools have hired

Escape from Management Hell: 12 Tales of Horror, Humor, and Heroism.
PUB DATE- 93
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; *Business Responsibility; Leadership; Management Development; *Organizational Change; *Organizational Communication; *Organizational Development; *Organizational Theories; Teamwork

This book offers a set of stories in which corporate executives demonstrate the folly and futility of their own business practices. In the stories, 12 executives are trying to escape from a hell of their own making. The tales provide insights into the management woes with which people at all levels deal on a daily basis. Topics include: the original control freak, a brief history of decision making, how compromise chokes innovation, teamwork "in extremis," bureaucracy as king, shame as a management skill, the change master from hell, how consulting got started, visions of a leader, the danger of success, how quality challenges a cheat, and the limits of management. (LMI)

ED 399 609 EA 027 841

Schoppmeyer, Martin W.
Finally, Arkansas' New Finance Law.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Salt Lake City, UT, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Average Daily Membership; Categorical Aid; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Expenditures; Public Education; *School Funds; School Support; *State Aid; *State Legislation; State School District Relationship; Tax Effort
IDENTIFIERS- *Arkansas

In 1995, Arkansas enacted two new bills that changed the way in which schools were financed. Act 916 required all school districts to levy a 25-mill tax based on an assessment ratio of 20 percent of use value on all property for maintenance and operation. The act also revised biennial appropriations for the State Department of Education, transferring several categorical funds to basic school support. Act 917 mandated the distribution of all funds on the basis of average daily membership (ADM) and prioritized certain types of school aid. This paper describes the provisions of Acts 916 and 917 and explains how school districts are to expend funds they receive. A conclusion is that Act 917 is exceedingly complex and difficult to understand. School district superintendents dislike the reform because no district collects 98 percent of its taxes. The law abandons weights and instead specifies real dollars, meaning that there must be regular reviews. The law also abandoned weights for special education, which increases the potential for litigation by parents of special-needs children. In light of these consequences, equity in Arkansas has yet to be solved. One table is included. (LMI) widespread concern, few alternative educations exist to help troubled youth who are poor. This book describes various peer-group programs to rehabilitate high-risk youth. Following the introduction, chapter 1 describes the goals, stages, and techniques of peer-group programs. Chapter 2 evaluates the extent to which modern peer-group ideas will succeed to integrate at-risk youth. The third chapter describes how individual psychologists, counselors, teachers, and volunteers can intervene with at-risk youth. Meaningful events in the lives of professionals who work with troubled youth are highlighted in the fourth chapter. Chapter 5 describes how to create chances to provide self-esteem and to prevent the warehousing of at-risk youth. The final chapter reiterates the need for long-range group programs in highly supportive environments and community-based, long-term social programs. Appendices list the curriculum contents for Leadership Training and Drug Alcohol Prevention and Intervention (1988) and describe activities for the following sessions: peer pressure, drug and alcohol information, drugs and society, and drugs and family. An index is provided. (Contains 30 references.) (LMI)

ED 399 629 EA 027 874

Ashenden, Dean
Australian Schooling: Two Futures. A Paper Prepared for the National Industry Education Foundation.
PUB DATE- Oct 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Decentralization; *Educational Assessment; Educational Finance; *Educational Improvement; Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; Performance; *Resource Allocation; School Restructuring; Standards; Teacher Qualifications
IDENTIFIERS- *Australia

Schools represent a major social investment in Australia. Assessment of Australian schools' performance depends on how one defines what they should be doing and on how well they can be expected to do it. In the official account, schools are of "high quality and modest cost" when compared with their own past and other school systems. An alternative view, however, assigns Australian schools with an equivocal rating. This paper considers current conditions and trends in schools from each of these different points of view. This second alternative view suggests that the goals of the "official" reform agenda are unlikely to be met, and that a different and more ambitious approach is required. The new approach might include: (1) national targets for improved levels and distribution of attainment; (2) work place and work force reform; (3) changes in the governing structures of schooling (a shift to a devolved, regulated market); and (4) substantial increases in public and private funding to schooling and redistribution of resources according to need. Neither of the two views is clearly right or wrong. The first view is vulnerable to the charge that it is not able to produce the kind of schooling required now and in the future. The second can be criticized as being too ambitious in current and likely future economic and political circumstances. Six figures are included. (Contains 47 references.) (LMI) comprehensive education-improvement effort: (1) high standards for all students; (2) teachers better trained for teaching to high standards; (3) flexibility to stimulate local reform, coupled with accountability for results; and (4) close partnerships among families, communities, and schools. By focusing resources on these key elements of education improvement, the Improving America's Schools Act (IASA), the law that reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), substantially contributes to advancing the quality of teaching and learning for all students. This brochure describes how the IASA contributes to each of the elements of comprehensive education improvement. For example, the IASA provides resources to states, districts, and schools to support their efforts to help students reach high state standards. The IASA created the new Eisenhower Professional Development program as well as programs funded by the new Title I and by Title VII. The IASA revises the ESEA to provide broad flexibility to states, school districts, and schools in their implementation of federal programs. The IASA simultaneously calls for strategies to hold school districts and schools accountable for improved student achievement. Title I promotes greater family-school and community-school connections. The brochure also describes activities aimed at achieving the Department of Education's goal of coordinating efforts to implement reform legislation. (LMI)

ED 399 650 EA 027 896

Karweit, Nancy; Ricciuti, Anne
Prospects: Chapter 1 Service Delivery Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 94
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Categorical Aid; *Classroom Techniques; *Compensatory Education; *Delivery Systems; Economically Disadvantaged; Educational Resources; Elementary Secondary Education; *Federal Aid; Instructional Materials; Integrated Services; *Poverty; *Resource Allocation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Chapter 1 program represents the nation's largest federal investment in elementary and secondary schools. This report describes the operation of Chapter 1 services, with a focus on instructional practices and classroom organization. Specifically, the report describes how services differed by the poverty level of a school and by the type of delivery model utilized. The study followed large national samples of students in three grade cohorts. Information was collected from the students, their teachers, parents, principals, and school districts. Baseline data were collected on students in the first-grade cohort in autumn 1991 and on students in the third- and seventh-grade cohorts in spring 1992. The report is based on the 1992 first-year followup data. Findings indicate that high-and low-poverty schools differed in several important ways in which Chapter 1 services were organized and used. High-poverty schools were far more likely to use inclass service-delivery models, which allowed more time for instruction, disrupted service delivery less often, and created a greater emphasis on coordination between Chapter 1 and regular teachers. Teachers in high-poverty schools reported allocating more time for instruction and more consistent scheduling of

ED 399 668 EA 027 925

Allen, Sharon M.
Changing Educational Practices: An Ethnographic Study of How Schools Have Changed.
PUB DATE- Apr 96
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Family Programs; *Family School Relationship; High Risk Students; *Integrated Services; Preschool Education; Public Schools; *School Community Relationship; Social Services
IDENTIFIERS- *Project Head Start

Federal funding of the National Head Start/Public School Transition Demonstration Project (NTP) is one of the ways in which the federal government has worked to put the National Education Goals into practice. South Dakota is one of the 31 sites that receive comprehensive NTP services. Family service coordinators (FSCs) provide services at the South Dakota Head Start/Public School Transition Demonstration Project (SDTP). This paper presents findings of an ethnography that identified barriers to and characteristics of successful implementation of NTP services. Data were gathered from observation; analysis of school and community documents; analysis of FSC journals; and a total of 300 interviews conducted with FSCs, principals, teachers, and parents. Barriers to implementation included resistance by some teachers or schools to change, communication problems, transportation, and dissemination of information to families. However, the program improved school-home communication, increased parental involvement in their children's education, and increased the use of developmentally appropriate practices. (Contains 51 references.) (LMI)

ED 399 669 EA 027 962

Risks to Students in School.
PUB DATE- Sep 95
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Health; Communicable Diseases; Death; Elementary Secondary Education; *Hazardous Materials; *Injuries; *Physical Environment; Pollution; Radiation Effects; *School Safety

Every day, school-aged children encounter a wide variety of hazards that occur both outside and inside schools. This document presents findings of a report that examined the scientific data on the risks for student injury and illness in the school environment. The information is designed to help administrators set priorities for reducing risks to students. The report focuses on the risks that students between 5 to 18 years old encounter while they are at school, on the school grounds, at school-related activities, and traveling to and from school. Key findings include: (1) The two leading causes of death in school-aged children are motor vehicles and firearms; however, relatively few of these deaths occur in schools or on school buses; (2) quite often, the relative

Schultze, Katie; And Others
Family Support and Disabilities: An Annotated Bibliography.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Apr 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Caregiver Child Relationship; *Disabilities; *Family Needs; *Family Programs; Family Relationship; Placement; Printed Materials; Program Evaluation; Public Policy; *Resource Materials; Social Services; *Social Support Groups

This annotated bibliography on family support services for families of individuals with disabilities lists 115 print resources published from 1979 through 1994. Most references were chosen for inclusion on the basis of addressing the issue of "whatever it takes" to aid families in caring for an individual with a disability and avoiding placing the individual into a nonfamily setting. Each entry provides the author, title, key words to describe the material, and a brief description. Listings are alphabetical by author within each of four chapters. Chapter 1 lists 14 references from the family support literature not directly related to disability. Chapter 2 includes 25 listings on the personal and interpersonal lives of family members, including relationships with formal and informal support persons. Chapter 3, with 54 references, reviews literature on the service system for families and public policy related to family support. Chapter 4 lists 22 resources that contain descriptions and some evaluations of specific family support programs or services that are or have been in operation. An author index and a subject index are provided. (CR)

ED 399 686 EC 305 017

Ahearn, Eileen M.
Needs Assessment Report. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 13 Aug 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Identification; *Information Needs; Information Services; *Needs Assessment; Preschool Education; Research Needs; State Departments of Education
IDENTIFIERS- *Individuals with Disabilities Education Act; Reauthorization Legislation

A needs assessment evaluated the informational needs that state directors of special education will have following the reauthorization of the Individuals with Disabilities Education Act (IDEA). Data on information needs were gathered at a meeting of the National Association of State Directors of Special Education's Board of Directors in June 1996. Content information needs identified by the Board included: a clear explanation of the statutory changes in the new IDEA; a full practitioners to create an effective educational program for students with traumatic brain injuries. Chapters 1 and 2 provide an overview of brain injuries including information on brain physiology, types of brain injuries, and differences by age. Chapter 3 discusses returning to school, home, and the community after a brain injury. Chapter 4 provides information on screening, referrals, and determination for special education. It also includes information on developing an individualized education program (IEP). Chapter 5 discusses the assessment of educational needs, including assessment goals, planning the assessment, choosing assessment methods, interpreting results, and re-evaluation. Chapter 6 describes components that should be addressed in individualizing an education program, including physical abilities, cognitive abilities, academic activities, and nonacademic activities. Chapter 7 discusses behavior management from understanding underlying factors to designing behavioral interventions and implementing behavior management strategies. Chapter 8 presents material on providing physical, occupational, and speech and language therapy. Chapter 9 discusses empowering the family and relationships with siblings and peers. Chapter 10 focuses on preventing injuries and identifying remedies. Chapter 11 includes appendices on federal legislation definitions, measures of consciousness, and a tip sheet on parental preparation for IEP Meetings. An extensive resource list of materials and organizations is provided. (Individual chapters contain references.) (CR)

ED 399 704 EC 305 035

Lidgus, Cathy; Vassos, Sophia
Increasing Achievement of At-Risk Students through the Use of Metacognitive Strategies.
PUB DATE- Apr 96
NOTE- 79p.; Master's Action Research Project, St. Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Attention Control; Behavior Patterns; Classroom Techniques; Grade 7; *High Risk Students; Intervention; Junior High Schools; *Learning Strategies; Low Achievement; *Metacognition; *Student Motivation; *Student Participation

A metacognition instructional strategy was employed to increase class participation and motivation in 21 seventh grade "at-risk" students at 2 schools in the context of the national problem of meeting the needs of "at-risk" students. A survey of the students' content area teachers and of the students themselves found evidence of the students' deficient learning strategies. Some probable causes of the students' lack of participation and motivation may have included the schools' tracking systems, departmentalization leading to curriculum being taught in isolation, teacher-directed classes, the lack of basic skills, and the lack of self-regulatory learning skills. The Strategies Intervention Model was used to address the academic, social, and motivational needs of students at risk for school failure. A major program component was the SLANT Strategy Model which helps students remember to: Sit up, Lean forward, Activate thinking, Name key information, and Track the talker. After using SLANT, teachers reported that roughly two-thirds of students exhibited the sitting up, learning forward, and tracking the talker behaviors. On rate of 40 percent employment of graduates is reported. Stressed is the importance of supervision during the transition to independence. The handbook includes: (1) job development forms (a check list, teacher referral, parent permission, hold harmless, and business agreement); (2) job coaching forms (a student daily profile, task documentation, grading summary, student evaluation, and survey); and (3) supervisory forms (a student portfolio, master schedule, and semester task summary). Also attached are presentation summary sheets that can be used as overheads. The software that was used in creating the presentation materials is also described. (CR)

ED 399 722 EC 305 053

Kohler, Paula D.
Taxonomy for Transition Programming: Linking Research and Practice.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 180p.; Pages 126, 149-150 are cropped.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Classification; Delivery Systems; *Disabilities; Educational Strategies; *Education Work Relationship; Evaluation Methods; Models; Program Effectiveness; Program Evaluation; Program Implementation; Secondary Education; Self Evaluation (Groups); *Theory Practice Relationship; *Transitional Programs

This report attempts to establish a link between research findings and practice in the transition of students with disabilities. A taxonomy is presented that provides a framework for designing educational programs that reflect a transition perspective for students with disabilities. Chapter 1, "Preparing Youths with Disabilities for Future Challenges: A Taxonomy for Transition Programming" (Paula D. Kohler), reviews studies that identified effective transition practices, identifies additional effective practices, organizes the practices into a conceptual framework, and evaluates the framework. Chapter 2, "Evaluating Transition Services: Development of a Transition Services Assessment" (Dorothy M. Millar and others), presents a transition services assessment process and describes development of Michigan's Midland County Interagency Transition Team (MCITT) Transition Self-Assessment. Chapter 3, "Implementing Transition Practices: A Search for Effective Strategies" (Paula D. Kohler and Suzan M. Van Beaver), provides overviews of eight transition projects that have implemented and evaluated transition practices included in the taxonomy. A list of 33 additional projects is provided, along with project abstracts. Appendixes include a copy of the taxonomy, a copy of the MCITT Transition Self-Assessment Instrument, and a nomination form for effective transition practices. Chapters contain references. (CR)

ED 399 723 EC 305 054

Stefanich, Greg P.; Egelston-Dodd, Judy, Ed.
A Futures Agenda: Proceedings of a Working Conference on Science for Persons with Disabilities (Kansas City, Missouri, March 30-31, 1993).
SPONS. AGENCY- National Science Foundation, Arlington, VA.

the teacher in referral and diagnosis and offers 22 chapters by experts in their various fields. Chapter titles and authors are: (1) "The Crucial Role of the Teacher" (Peter J. Valletutti); (2) "Prevention of Chronic Disabilities and Diseases" (Robert H. A. Haslam); (3) "What Every Teacher Should Know about Infectious Diseases" (Ronald Gold); (4) "Growth, Development, and Endocrine Disorders" (Robert G. McArthur and Denis Daneman); (5) "The Student with Diabetes Mellitus" (Denis Daneman and Marcia Frank); (6) "Chronic Illness in Children" (William Feldman); (7) "The Role of Genetic Mechanisms in Childhood Disabilities" (Thaddeus E. Kelly); (8) "Common Visual Problems in the Classroom" (Alex V. Levin); (9) "Hearing Disorders in the Classroom" (Vicky Papaioannou); (10) "Communication Disorders Associated with Medical Problems" (Mary Anne Witzel); (11) "Childhood Dental Disorders" (David J. Kenny); (12) "Orthopedic Problems and Sports Injuries in Children" (James Harder); (13) "Common Neurological Disorders in Children" (Robert H. A. Haslam); (14) "Cerebral Palsy and Associated Dysfunction" (Mary O. Leppert and Arnold J. Capute); (15) "Attention Deficit Disorder" (Joel E. Fagan); (16) "Mental Retardation" (Gisela Negrin and Arnold J. Capute); (17) "Emotional and Behavioral Problems in School Children" (Philip Barker); (18) "Nutritional Status, School Performance, and School Nutrition Programs" (David M. Paige); (19) "Adolescent Eating Disorders" (Debra K. Katzman); (20) "Teacher Awareness of Drug and Substance Abuse" (Shinya Ito and Gideon Koren); (21) "Sexual Development, Function, and Consequences" (George D. Carson and Sheila L. Carson); (22) "Sexually Transmitted Diseases" (Susan King); and (23) "Child Abuse" (Marcellina Mian). A glossary and subject index complete the volume. (Individual chapters contain references.) (DB)

ED 399 741   EC 305 080

Patton, James R., Ed.; Blalock, Ginger, Ed.
Transition and Students with Learning Disabilities: Facilitating the Movement from School to Adult Life.
PUB DATE- 96
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adjustment (to Environment); Agency Cooperation; Community Programs; Curriculum; Daily Living Skills; Educational Change; *Educational Planning; *Education Work Relationship; Employment Potential; High Schools; Independent Living; Individualized Programs; *Learning Disabilities; Long Range Planning; Outcomes of Education; Personal Autonomy; Postsecondary Education; School Community Relationship; Self Determination; Special Education; Student Evaluation; Teamwork; *Transitional Programs; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *Individualized Transition Plans

Eleven chapters provide in-depth perspectives on outcomes and issues of youth with learning disabilities as they move from high school to adulthood. Stressed throughout is the importance of comprehensive transition planning and the educational, employment, social, and living options available to persons with learning disabilities. Chapter titles and authors are: (1) "Transition and Students with Learning Disabilities: Creating

Indians" (Priscilla Sanderson). Stories of individuals with developmental disabilities who have taken part in the described programs are included. A list of eight resource publications is also provided. (CR)

ED 399 757 EC 305 096

Guidance from the Graphical User Interface (GUI) Experience: What GUI Teaches about Technology Access.
PUB DATE- 28 Mar 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Access to Information; *Advocacy; *Blindness; Civil Rights Legislation; Compliance (Legal); Computer Graphics; *Computer Interfaces; Employment; Employment Opportunities; *Technological Advancement; *Visual Impairments
IDENTIFIERS- *Graphical User Interfaces; Microsoft Windows; *National Council on Disability

This report investigates the use of the graphical user interface (GUI) in computer programs, the problems it creates for individuals with visual impairments or blindness, and advocacy efforts concerning this issue, which have been targeted primarily at Microsoft, producer of Windows. The report highlights the concerns of individuals with visual impairments that they may lose employment opportunities because of GUI. The report discusses the advocacy of the National Council on Disability (NCD) and the actions that were taken to convince Microsoft to develop a screen reader applications programmer interface, so that screen readers could interpret information being sent to the screen. The report reviews the effectiveness of disability legislation and efforts to use civil rights provisions to prevent sales of Windows 95 by government agencies. The resulting shift in Microsoft's stance on GUI accessibility is noted, including Microsoft's decision to enable independent software vendors to develop third party accessibility aids to allow individuals with blindness to use Windows 95 by way of a screen reader. The role of the NCD in this issue is reviewed, and recommendations are offered for helping individuals with disabilities to benefit from advances in technology as much as others do. (CR)

ED 399 758 EC 305 097

Achieving Independence: The Challenge for the 21st Century. A Decade of Progress in Disability Policy--Setting an Agenda for the Future.
PUB DATE- 26 Jul 96
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); *Agenda Setting; Civil Rights; Civil Rights Legislation; Demography; *Disabilities; Educational Legislation; Educational Practices; Elementary Secondary Education; Employment; Empowerment; Equal Opportunities (Jobs); Futures (of Society); Health Insurance; Health Services; Housing; Incidence; *Independent Living; Long Term Care; *Personal Autonomy; *Policy Formation; *Public Policy; Self Determination; Social Services; Technology; Transportation

child's general communicative behavior, which, in various ways, places a premium on the use of repetition in unusual echoes, although here the interactional and phonetic properties of such repetitions suggest that they display a distinct interactional stance to the questions that precede them. Contains 25 references. (Author/MSE)

ED 399 778 FL 024 103

Newton, David E.
The Nature of Resonance in English: An Investigation into Lateral Articulations.
PUB DATE- Mar 96
NOTE- 26p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Acoustics; *Articulation (Speech); Consonants; *English; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory
IDENTIFIERS- Resonance (Physics)

A study investigated the nature of clear and dark sounds (resonance) in English, focusing on the features associated with the lateral consonant /l/. Subjects were three male undergraduate students and one male university faculty member, all native speakers of different English varieties. Each subject read aloud 27 short phrases or sentences. Using computerized sound spectrography, resonance patterns (clear or dark), tempo, and duration were analyzed for initial and final /l/. Results support the hypothesis that darker tokens of /l/ have a greater duration than clear tokens. This appears to be the case for individual speakers and also between speakers with different resonance distribution patterns. Contains 22 references. (MSE)

ED 399 779 FL 024 104

Ogden, Richard
Prosodies in Finnish.
PUB DATE- Mar 96
NOTE- 51p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Articulation (Speech); Descriptive Linguistics; *Finnish; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; *Phonetics; *Suprasegmentals; Uncommonly Taught Languages

A study describing Finnish phonetics and analyzing prosodic properties is reported. Subjects were two female 17-year-olds, speakers of standard Finnish and well acquainted with each other. Data were drawn from two sources: a conversation between the two, in which one described a picture so the other could draw it, and one a set of stories narrated by the informants based on a series of connected pictures. The report first describes phonetically the informants' speech, including consonants with complete oral closure, velic opening and oral closure, lateral airflow, tapped and trilled articulations, open approximation, friction with and without voicing, voicelessness/breathy voice, glottal stop and creaky voice, resonance features, vowels, diphthongs, velic opening and vocalic articulations, variability of vowel quality, voiceless it describes briefly the demographics of this population and the academic difficulties faced by them, and the recent federal initiative for broadened educational opportunity, America 2000: An Education Strategy. Then, relevant requirements of Title VI of the Civil Rights Act of 1964 are summarized, and the Department of Education's Office of Civil Rights (OCR) policy on language minority students is chronicled, beginning with a 1970 memorandum and concluding with 1985 and 1991 statements. The final section discusses two general issues of compliance with Title VI provisions: (1) whether there is a need for the district to provide a special language service program to meet the educational needs of all language minority students (an alternative program); and (2) whether the district's alternative program is likely to be effective in meeting the educational needs of its language minority students. Procedures for school districts to use to ensure that their programs are serving this population effectively, and areas that OCR examines to evaluate program effectiveness are outlined. (MSE)

ED 399 801 FL 024 128

Moseley, Christopher
Mapping the Future of the World's Languages.
PUB DATE- Apr 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Atlases; Contrastive Linguistics; Demography; Diachronic Linguistics; Foreign Countries; Futures (of Society); Geographic Distribution; Information Sources; *Language Maintenance; *Language Role; Maps; Prediction; Racial Distribution; *Research Problems; Social Change; Uncommonly Taught Languages
IDENTIFIERS- *Canada; *Livonian

The future of endangered languages is discussed, drawing on experiences in development of an atlas of language. Issues in the debate over language maintenance are examined, including the emotion-laden concept of ethnicity and relative youth of the concepts of human rights and linguistic geography. The fact that the atlas in question indicates only indigenous language use is also discussed, and cartographic reasons are noted. Description of the process used to create the atlas' first edition exemplifies the difficulty of indicating languages with small or widely dispersed populations. The case of Canada is used for illustration of the occasional conflict between synchronic and diachronic perspectives in atlas development, including the French/English situation in Quebec, shrinking indigenous language groups, widely varying population densities and composition, difficulties in gathering accurate and timely information, and extralinguistic factors outside the researcher's expertise or prediction. The case of the Livonian language is offered as an example of an endangered language affected by international politics. Issues in language use prediction are then addressed, including difficulties in monitoring change and creating an adequate corpus for reference. Criteria for assessing language health are listed, and a brief continent-by-continent survey of languages is outlined. (MSE)

ED 399 802 FL 024 129

Huang, Su-Yueh

United States. Discussed next are the following: the recovery model and its implications for curriculum/instruction; roles/responsibilities within correctional facilities; the self-awareness, academic, problem-solving, vocational, communication, life management, and transition skills needed by incarcerated youth; ways providers can facilitate learning (adapt to environment, assess student needs, create learning communities, contextualize, and use instructional strategies); special contributions from educational administrators; and mandates (New York state laws regarding education in correctional facilities and employment rights). The remaining 75% of the guide contains lesson plans and handouts for use in helping incarcerated youths develop needed skills. Each lesson plan contains some/all of the following: goal, outcome objective, list of required instructional materials; and one or more learning activities. The bibliography contains 23 resources. Appended are the following: a discussion of the challenge of service provision for incarcerated youth; instructions for requesting modified high school equivalency examination; a sample rap sheet; and an acronyms glossary. (NM)

ED 399 355 CE 072 371

Child Safety: A Healthy Start. Teacher's Guide. Health Promotion for Adult Literacy Students: An Empowering Approach.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 96
NOTE- 87p.; For other documents in this series, see ED 362 757-763.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Basic Education; *Adult Literacy; Adult Students; *Child Health; Diseases; *Empowerment; Fire Protection; First Aid; *Health Promotion; Individual Development; Integrated Curriculum; Learning Modules; *Literacy Education; Prevention; Safety; *Safety Education; Sexual Abuse; State Programs
IDENTIFIERS- New York

This guide is intended to help adult literacy teachers in New York present a learning module in which an empowering approach is used to provide adult students with information about child-rearing and prevention techniques to keep their children safe. The first half of the guide consists of reading materials concerning the following: home and road safety; fires/burns; water safety; poisons; recreation/sports; first aid; general health (fever, common childhood diseases, vaccinations, healthy teeth, head lice, smoking); dangers in society (substance abuse, sexual abuse, sexually transmitted diseases and HIV/AIDS, child abuse and neglect); and stages of development. The remaining half of the book contains six sample lesson plans and six handouts dealing with the following topics: planning escapes in cases of fire/other emergencies; making lists of emergency phone numbers; childproofing a home; evaluating the safety of day care arrangements; making a memory book; and feeling safe. Each sample lesson plan contains some/all of the following: goal, outcome objective, list of required instructional materials; and one or more learning activities. Concluding the guide are lists of 15 New York organizations/agencies and 9 print resources concerned with child safety and a 52-item bibliography. Appended is a list of New York regional poison control centers. (MN)

Part III, Type of Technician Education, describes these types: school-based vocational program, Fiji National Training Council, Fiji Institute of Technology (FIT), and technical institutions of the private sector. Part IV, Technician Training at FIT, considers these aspects: entry requirements, enrollments and outputs, course structure (examples in the School of Building and Civil Engineering), the apprenticeship course, administration of FIT, staff qualifications, selection and recruitment of staff, processes of technician curriculum development, student evaluation, resource center, classroom situations, and technical teacher training (programs and staff approval). Part V, Trends, summarizes trends in technical and vocational education and training. Part VI lists the addresses of and courses offered at the Fiji Institute of Technology, and the Telecommunication Training Centre. (YLB)

ED 399 371 CE 072 419

National Profiles in Technical and Vocational Education in Asia and the Pacific: Indonesia.
PUB DATE- 95
NOTE- 24p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For related documents, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Development; Foreign Countries; Government Role; Program Descriptions; Staff Development; *Teacher Education; Technical Assistance; Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- Asia Pacific Region; *Indonesia

This technical and vocational education (TVE) profile on Indonesia is one in a series of profiles of UNESCO member countries. It is intended to be a handy reference on TVE systems, staff development, technical cooperation, and information networking. A two-page overview lists TVE goals, outlines the structure and governance, and lists the six areas into which TVE programs are grouped: Agriculture and Forestry; Engineering; Business and Commerce; Home Technology; Health and Social Works; and Arts and Crafts. Nine diagrams and charts follow this overview and describe further the Indonesian TVE system. They concern the following: organization of the Ministry of Education and Culture; organization of the Directorate General of Primary and Secondary Education; organizational structure of the Directorate of Technical and Vocational Education (DTVE); summary of TVE within the Indonesian education hierarchy; structure of the education system; school ladder, types, and level of skills within the DTVE; ladder structure of school types and labor force pyramid; number of public secondary technical and vocational schools and student population, 1989-90; and list of clusters and study programs within curriculum 1984 for schools of TVE. (YLB)

ED 399 372 CE 072 420

National Profiles in Technical and Vocational Education in Asia and the Pacific: Iran.
PUB DATE- 95
NOTE- 36p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English

SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

PUB DATE- Dec 95

NOTE- 146p.; For related documents, see CE 072 465, CE 072 468, and CE 072 470-471. Prepared for the MLA Implementation Team on Business Involvement and Technology Integration.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Attitudes; Educational Improvement; Educational Quality; Employer Attitudes; Foreign Countries; Government Role; Government School Relationship; High Schools; High School Students; Job Training; *Partnerships in Education; Part Time Employment; Postsecondary Education; Questionnaires; *School Business Relationship; State Surveys; Student Attitudes; Student Employment; Synthesis; Tables (Data); Teacher Attitudes; *Vocational Education

IDENTIFIERS- *Alberta; *Business Role; Employer Surveys

Approximately 9,500 stakeholders in school-business partnerships in Alberta (including representatives of key business/education associations, school boards, and schools; a sample of businesses with some involvement in school-business partnerships; and a random sample of 3,000 employers) were surveyed regarding their views on business involvement in education. The 795 respondents (response rate, 8.4%) characterized themselves as follows: employers, 42%; educators, 28%; members of the public, 15%, and high school students, 15%. The general consensus was that students are not well prepared for entry into the work force and that employers must work together to articulate their expectations regarding competencies required of high school completers. Eighty percent of the employers and 68% of the educators felt that employers should be more extensively involved in education. Sixty-six percent of educators and 72% of employers wanted more government involvement in education. Nearly two-thirds of respondents wanted employers represented on provincial boards/agencies addressing education curricula. (Twenty-six tables/figures are included. Appended are the following: selected general comments made by respondents; summary of written submissions to the survey team; profile of employer respondents; and survey instrument. Also included is a technical appendix that contains the survey questionnaire and a detailed breakdown of responses to all questions.) (MN)

ED 399 389 CE 072 468

Creating Independent and Interdependent Learners: Business and Education Working Together.

PUB DATE- May 96

NOTE- 98p.; For related documents, see CE 072 465-466 and CE 072 470-471. Report of the Business Involvement Advisory Group and the MLA Implementation Team on Business Involvement and Technology Integration.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Advisory Committees; Career Counseling; Career Education; *Change Strategies; Cooperative Planning; Coordination; Educational Attitudes; *Educational Change; Educational Policy; *Educational Technology; Education Work Relationship; Entrepreneurship; Equal Education; Ethics; Foreign Countries; Guidelines; Lifelong Learning; Partnerships in Education; Policy Formation; Position Papers; Postsecondary

Gercke, Timothy
Obstacles to Continuing Education in Health Care for Women.
PUB DATE- 91
NOTE- 101p.; Thesis, University of Phoenix.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Allied Health Occupations; *Continuing Education; Educational Discrimination; *Females; *Nursing Education; Postsecondary Education; Professional Development; *Sex Discrimination; Sex Fairness

A quasi-experimental research study identified obstacles to continuing education for women in the health care fields to determine if these obstacles were characteristic to continuing education for women in general. Questionnaires were distributed to 50 women health care providers within one hospital in a small community in Arizona and to 50 students in a nursing program at the local community college. Sixty-nine responses were used: 46 hospital employees and 23 students. A high correlation was noted between the real and perceived obstacles to continuing education by the health care workers and those obstacles overcome by the nursing students. The obstacles perceived by health case workers as those preventing their continuing education were: money, time, child care, motivation, fear, feeling too old, health issues, and lack of direction. The research indicated that multidimensional sociological factors played a significant role in the true barriers to continuing education for women. Due to the nature of specific skill-based training of many health care workers, continuing education obstacles were symptomatic of other needs that were potentially negatively reinforced by the health care infrastructure. (Appendixes contain the instrument and a list of 98 references.) (YLB)

ED 399 407 CE 072 507

Successful Strategies. Teaching and Learning in Arizona Schools.
PUB DATE- Jul 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Education; Demonstration Programs; *Education Work Relationship; Elementary Secondary Education; *Institutional Cooperation; *School Business Relationship; *Technical Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Arizona

This report contains 17 profiles that illustrate the successful strategies, environments, and activities taking place within the School to Work/Vocational Technical Education arena in Arizona. (Currently, there are 130,908 students in 251 schools in the state participating in these programs.) The profiles include many types of activities, from a 3-month project to an entire district's effort to implement systemic reform. Examples include the following: using a work-based curriculum and apprenticeship system in machining, welding, assembly, and electrical and engineering occupations; Call-A-Teen Center of Excellence; building a house as part of a building trades program; and a hotel and resort guest relations program. The strategies serve a number of populations and reflect geographical diversity, as shown on a locator map. They are women-centered curriculum while simultaneously presenting suggested activities, readings, and discussions to use with female learners. The following papers are included: "What Is a Feminist Curriculum?" (Kate Nonesuch); "Women at the Centre of the Curriculum" (Janet Isserlis); "Responding to Disclosures of Abuse in Women's Lives" (Jenny Horsman); "Daily Lives" (Janet Isserlis); "Exploring Learning and Identity" (Jenny Horsman); "Self-Esteem and Literacy" (Dorothee Komangapik); "Gender Roles" (Kate Nonesuch); "Cultural Awareness Activities" (Alice Li); "Role Models" (Evelyn Battell); "Women and Work" (Selvi Varathappan Dyck et al.); "Tools for Building Self-Esteem" (Francene Gillis); "Choosing Safer Sex" (Sue Mendel); "Songs about Women's Issues" (Dharini Abeysekera); "Poetry by Canadian Women" (Helen Winton); "Women's Ways of Learning" (Linda Shohet); and "Women of Courage: Herstory" (Anne Moore and Women's Group of Action Read). The book contains a 184-item bibliography of print and media resources. (MN)

ED 399 425 CE 072 544

Literacy in Its Place. An Investigation of Literacy Practices in Urban and Rural Communities. Overview & Interpretations.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- May 94
NOTE- 150p.; Australian Language and Literacy Policy National Child Literacy Project 2, 1993-94.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Case Studies; Comparative Analysis; *Educational Practices; Foreign Countries; Home Programs; Influences; Language Fluency; *Literacy Education; Rural Areas; *Rural Education; School Activities; Socioeconomic Status; Urban Areas; *Urban Education
IDENTIFIERS- *Australia; *Family Literacy; Language Diversity

This document consists of an overview and five papers examining the findings of a comparative analysis of literacy practices in urban and rural Australian communities. The study included case studies of 23 families in 6 communities and documentation of the literacy practices within the 9 schools attended by the children of those families. Presented first is an overview of the methods and results of the case studies, which were conducted to identify the following: similarities/differences in literacy practices between urban and rural communities; possible influences of variations in language background and social class on literacy practices; and similarities/differences in literacy practices between home and school. The following papers, which are all based on information gathered during the case studies, constitute the remainder of the document: "Doing Case Studies" (Mari Rhydwen); "Literacy Practices in Urban and Rural Communities" (Judith Rivalland); "Language Diversity and Literacy Practices" (Caroline Barratt-Pugh); "Social Class and Family Literacy Practices" (William Louden); and "Home and School Literacy Practices" (Mary Rohl). Each paper contains references. (MN)

ED 399 426 CE 072 547

O'Shea, Daniel P.; Long, Donald W.
Texas Food Stamp Employment and Training/JOBS Conformance Demonstration: BOND Participant Survey Final Report.
SPONS. AGENCY- Texas State Dept. of Human Services, Austin.
PUB DATE- Nov 95

work environment; (2) applying on-the-job security procedures; (3) taking precautions for personal safety; (4) practicing defensive driving. Each of the units contain some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. All the unit components focus on measurable and observable learning outcomes, and are planned to be used in more than one lesson or class period of instruction. In addition, this teacher edition includes suggestions for using the materials, a competency profile, an instructional and task analysis, a list of related academic and workplace skills, and a glossary of 23 terms. Contains 16 references. (KC)

ED 399 445   CE 072 575

Clemons, Mark
Domestic Refrigeration, Freezer, and Window Air Conditioner Service. Teacher Edition.
PUB DATE- 96
NOTE- 442p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning Equipment; Competence; Competency Based Education; Course Content; Curriculum Guides; Learning Activities; Mechanics (Process); Postsecondary Education; *Refrigeration; *Refrigeration Mechanics; Secondary Education; Teaching Methods; Units of Study

This curriculum guide contains six units of instruction for a course in domestic refrigerator, freezer, and window air conditioner service. The units cover the following topics: (1) service fundamentals; (2) mechanical components and functions; (3) electrical components and control devices; (4) refrigerator and freezer service; (5) domestic ice maker service; and (6) window air conditioner service. Each of the units contain some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. All the unit components focus on measurable and observable learning outcomes, and are planned to be used in more than one lesson or class period of instruction. In addition, the guide the following: includes suggestions for using the materials; national Vocational Industrial Clubs of America competencies; foundation skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS); a competency profile; instructional and task analyses; and a tools, equipment, and materials list. Contains eight references. (KC)

ED 399 446   CE 072 576

Hartman, Danene; And Others
Anatomy and Physiology. Revised Teacher Edition.
PUB DATE- 93
NOTE- 736p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

their learners. Teachers identified a number of needs, such as ongoing support and assistance from inside the Urban Appalachian Council, resources to move students from oral to written stories, and their ongoing ability to expend the time and energy required. (YLB)

ED 399 466 CE 072 611

Albrecht, Brian; And Others
Wisconsin Cooperative Education State Skill Standards Certificate Program. Mentor Training Guide.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; *Career Education; Communication Skills; *Cooperative Education; *Education Work Relationship; *Experiential Learning; *Interpersonal Relationship; *Mentors; Postsecondary Education; Secondary Education; State Programs; Teacher Student Relationship; Training
IDENTIFIERS- *Wisconsin

This guide contains material developed to help an individual prepare to be a mentor in the Wisconsin School-to-Work Initiative. It is designed to assist a training facilitator while allowing for individual creativity and local customization. Many informative sections are followed by reflective thinking exercises. Section topics include the following: a definition of a mentor, school to work and mentoring, cooperative education program elements, work-based learning environment, the youth, mentor/student relationship development, communicating effectively in a mentor relationship, effective communication strategies, guidelines for giving and receiving useful feedback, questioning skills that open invitations to talk, understanding learning styles, giving constructive feedback, clarifying one's expectations with learning plans, the assessment process, and assessment based on the learning plan. A suggested orientation checklist and sample mentor activity log are appended. Other publications provided are as follows: Life Work Planning Guide, a student and parent guide to high school planning, that covers student interests, recommended courses, needed knowledge and skills, career areas of interest, and general subject areas for one's career choice; two position papers, "The Role of Vocational Student Organizations in Making the School-to-Work Transition" and "The Role of Teachers in the School-to-Work Transition"; and a brochure describing Wisconsin's school-to-work educational initiative. (YLB)

ED 399 467 CE 072 622

Hughes, Maria
Competing for Business: Colleges and the Competitiveness Fund.
PUB DATE- Sep 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Planning; Corporate Support; Federal Aid; Foreign Countries; Government School Relationship; Industry; *Intercollegiate Cooperation; *Labor Force Development; *Labor

implications for the career counseling process. Ways in which dominant society schools impede the career development of Native youths are discussed, as well as reasons why training in multicultural counseling is inappropriate for those working with Native youth. Research suggests at least five ways in which career work with Native youth can reduce racism and dominant society suppression of Native identity and give Native youth a greater voice in the formulation of career conceptions which are sensible to them: (1) support for educating Natives as career counselors; (2) ensure that Native youth can access credible counselors; (3) restructure counselor education programs to include Native culture; (4) develop counseling programs tailored to the needs of Native youth; and (5) revise the basic process of career counseling for Native needs. (RB)

ED 399 486 CG 027 013

Peavy, R. Vance
Career Counseling for Native Youth: What Kind and by Whom?: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; In its: Exemplary Career Development Programs & Practices: The Best from Canada, 1995, see ED 382 900.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Canada Natives; *Career Counseling; Career Development; Counseling Effectiveness; Counseling Techniques; *Cultural Awareness; *Cultural Context; Cultural Pluralism; Elementary Secondary Education; Foreign Countries; Racial Bias; *School Counselors; Youth
IDENTIFIERS- Canada; ERIC Digests

It is essential for career counselors working with Canadian Native youth to be cognizant of Native communication patterns, which include non-intrusive listening, story-telling, patience, and respect for family influences. Native students and their parents want non-biased treatment, information, and guidance from counselors so as to ensure both successful navigation of the school culture and transition to worklife. There is a great deal of diversity among Native groups. Counselors must not fall into the trap of seeing all Natives as the same, or as "different in the same ways." A counselor's best tools are: knowledge of Native culture and protocol; a personal, informal, and accessible counseling style; useful knowledge about the school and work; humor, patience, respect for world-views (including balance, harmony, spirituality and non-intrusiveness); and an ability to relate to native youth on the basis of their strengths and successes, rather than their failures and deficits. Contains seven references. (RB)

ED 399 487 CG 027 014

Poonwassie, Anne
Career Counseling for Aboriginal Youth: A Community-Based Program Development Approach: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; In its: Exemplary Career Development Programs & Practices: The Best from Canada, 1995, see ED 382 900.
LANGUAGE- English

how to choose a school, and how to get money for school; and (3) a financial need estimator providing a calculation of estimated financial need and types of financial aid that might be available for a student based on entry of six data items. It also includes a screen show covering other eligibility requirements for financial aid and ways to reduce the cost of education. Appendices are: (1) List of Occupations; (2) How to Choose a School Checklist; (3) List of Sources; and (4) AWARE Error messages. (JBJ)

ED 399 506 CS 012 555

Lippe, Mary; Weber, Dana
Increasing Student Intrinsic Reading Motivation.
PUB DATE- Apr 96
NOTE- 71p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Literature Appreciation; Parent Influence; Parent Role; Primary Education; *Reading Aloud to Others; *Reading Attitudes; *Reading Habits; *Reading Motivation; *Reading Skills; Student Interests; *Student Motivation; Student Surveys; Television Viewing
IDENTIFIERS- Aliteracy; Illinois (North)

This report describes a program for increasing intrinsic reading motivation. The targeted population consisted of lower primary students in a growing middle class community, located in northern Illinois. The problems of aliterate students were documented through teacher observations and student surveys. Analysis of probable cause data revealed that students lack access to books; view too much television; and are not read aloud to at home. The ever-growing diversity of the community increased a reading/language barrier in the classroom. This may have complicated the teacher's ability to individualize instruction. Major categories of intervention were arrived at after a review of solution strategies. A 1983 national commission on reading found conclusively that reading aloud in the home was the important activity in determining eventual success reading. Numerous studies since then support these findings. In 1995 J. Trelease reported that one of the major purposes of reading aloud is to motivate children to read independently for pleasure. These findings, combined with an analysis of the problem setting, resulted in 2 major categories of intervention: a program to increase book awareness and exposure to reading materials and reading models both at home and at school. Post-intervention data indicated an increase in the students' intrinsic reading motivation. (Contains 30 references and 21 appendixes, including surveys, and sample reading buddy activities.) (Author/TB)

ED 399 507 CS 012 561

Fiderer, Adele
Ready-To-Use Primary Reading Assessment Kit.
PUB DATE- 96
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Emergent Literacy; Primary Education; *Reading Processes; Reading Readiness; *Student

ED 399 528 CS 012 611

Gormley, Kathleen A., Ed.; McDermott, Peter C., Ed.
The Language and Literacy Spectrum, 1996. A Journal of the New York State Reading Association.
PUB DATE- 96
NOTE- 101p.; For the 1995 edition, see ED 380 790.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College School Cooperation; Discussion (Teaching Technique); Elementary Secondary Education; *Emergent Literacy; English (Second Language); Foreign Countries; Grouping (Instructional Purposes); Higher Education; Interdisciplinary Approach; *Internet; *Literacy; Mexican Americans; Reader Response; *Reading Instruction; Reading Material Selection; *Teacher Role
IDENTIFIERS- Phonemic Awareness; Russia

Sharing concerns and interests of New York State educators in the improvement of literacy, this annual journal raises educational issues such as current thoughts about literacy instruction, educators' roles, literacy in its many forms, college-community literacy partnerships, and recommended reading materials. Articles in the journal are "Who Does What? Rethinking the Roles for Instructional Support Staff" (Richard L. Allington and Patricia Cunningham); "Interdisciplinary Teaching and Learning: Voices from English" (Jacqueline L. Marino); "Using the Internet as a Medium for Multicultural Fieldtrips" (Joseph E. Zimmer); "Dialogues about Literacy Education in Russia" (Linda Pratt); "Reading and Television: A Parent's Role in Molding a Child's Future" (David N. Berg); "On the Importance of Real Reading and Writing with ESL College Students" (Effie Papatzikou Cochran); "Discuss, Talk amongst Yourself: Lessons from the Delaney Sisters" (Rose Reissman); "Reader Response: Toward an Evolving Model for Teaching Literature in the Elementary Grades" (Robert W. Blake); "Three Children, Three Stories of School Literacy: Ira, Ani and Caitlin" (Anne McGill-Franzen and others); "Parental Beliefs in Promoting Emergent Literacy for Children with and without Disabilities" (Leslie K. Goldenberg); "Students' Use of Imagery for Understanding in Individualized and Shared Readings of a Short Story" (Bonnie C. Konopak and others); "Developing Children's Phonemic Awareness: How and Why" (Donna M. McDonald); "Learning from Teacher-Research: Journal Writing with Kindergarten Children" (Marilyn S. Clarke); "Non-Ability Grouped and Multi-level Instruction in Fourth Grade: An Application of the Winston Salem Project" (Cynthia J. Grau); "The Ark: Making a Space for Self-Esteem, Literacy and the Arts" (Mary Theresa Streck); "University-School Partnerships as Active, Thriving Havens for Mentorship" (Barbara R. Peltzman and Grace M. Dondero); "A Response to Lives on the Edge" (Jay Murnane); "Penury, Pedagogy and Politics: Another Reaction" (Gregory W. Brooks); "Using Culturally Responsive Materials and Approaches: One Program Designed for Mexican Americans" (Benjamin Salazar); and "Spanning the World on the Wings of Books: Our Choices for 1995," summarizing the recommendations of the NYSRA Children's Literature Committee for 1995. (RS)

ED 399 529 CS 012 613

Emond, Susie
Unified Elementary Pilot Program.
PUB DATE- 14 Nov 95

American Association of Professional Writing Consultants (APWC) developed a code of ethics in the mid-1980s and June Gallessich has published one in her book "The Professional Practice of Consultation." She provides a detailed discussion of 28 principles of consulting ethics, some of which could apply to the development of ethical, adult relationships between writing center professionals and graduate students. The consultant model for the writing center professional may also be developed along Aristotelian lines. In the Aristotelian scheme, the writing center professional would be considered as a "useful" friend, which is one of three types of friends Aristotle defined. (TB)

ED 399 547 CS 215 472

Reed, Cheryl

The Silicon Ceiling: Technology, Literacy, and the Community College Student.

PUB DATE- Mar 96

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; Community Colleges; Computer Networks; *Computer Uses in Education; Student Needs; *Teacher Student Relationship; Teaching Methods; Technology Education; Two Year Colleges; Two Year College Students; *World Wide Web; *Writing Exercises

IDENTIFIERS- Access to Computers; *Computer Assisted Writing; *Technology Integration

Bringing the electronic classroom to the traditional classroom is a challenge--especially if students do not have access to computers. There are, however, some exercises that can be conducted in the classroom while the computer grant is being processed. Many computer and writing theorists argue that computer-mediated writing classes tend to be "democratic" and inclusionary, with student writing and revision poised toward a larger audience than just a teacher-evaluator. Theorists like Gail Hawisher (1992) also note that electronic conferences, in which students use a computer network to comment about each other's papers, promote writing as communication. These benefits of computer-based writing can be reproduced through traditional methods. It goes without saying, for instance, that an instructor can focus class readings and discussion on technology and culture. In addition, a class structure can simulate a "network" culture. For instance, students can experiment with a nonelectronic version of the web's system of authority and democracy. If during the first half of the semester, the classroom is hierarchical, during the second half it can become fashioned into a "hypertextual network of affiliations." Gradually, students can form a "network" of interest groups in which they share their relevant skills, research, and access to knowledge. Using this "web" of mutually-supportive contacts, students can create an individual research paper. (Contains 11 references, 3 suggested class readers, and information on joining an electronic discussion list.) (TB)

ED 399 548 CS 215 473

DESCRIPTORS- *Authors; *Classics (Literature); Cultural Context; Higher Education; *Literary Criticism; Literary Devices; Literary Genres; *Literary History; Secondary Education; *Western Civilization

IDENTIFIERS- *Aesthetic Reading; *Literary Canon

This book argues against the politicization of literature and presents a guide to the great works and essential writers of the ages, the "Western Canon." The book studies 26 writers and seeks to isolate the qualities that made these authors canonical, that is, authoritative in Western culture. Noting that although originally the "Canon" meant the choice of books in teaching institutions, the title here is meant not only for the student but for any reader "who follows the art and passion of reading well and deeply." The book is divided into five sections: (1) On the Canon; (2) THe Aristocratic Age (including Shakespeare, Cervantes, Montaigne, Moliere, and Goethe) (3) The Democratic Age (including Emily Dickinson, Tolstoy, and Ibsen); (4) The Chaotic Age (including Proust, Joyce, Kafka, and Walt Whitman); and (5) Cataloging the Canon. Appendixes contain additional material on each age. (NKA)

ED 399 569 CS 215 520

Ryan, Cynthia A.

Risk Communication in the Cultural Studies Composition Classroom. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 96

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- College Students; *Cultural Context; Higher Education; *Persuasive Discourse; Political Issues; Risk; Writing Assignments; *Writing Instruction

IDENTIFIERS- *Cultural Studies; Discourse Communities; ERIC Digests; Message Transmission; Rhetorical Devices; *Risk Communication; Writing Topics

Defining risk communication as the "interactive process of exchange of information and opinion among individuals, groups, and institutions,...involving multiple messages about the nature of risk," this Digest argues that risk communication has much to offer instructors of cultural studies composition who want to revive students' sense of personal risk in the discursive practices of their culture. The Digest outlines how to introduce risk communication into the cultural studies composition classroom, and the opportunities it offers to students, including: (1) allowing students to choose topics of real risk for study; (2) encouraging students to study issues that matter to them, issues that they feel represent real risk in their lives; (3) teaching students to decipher risk messages and leading them to study stories of blame by critiquing data and language used to construct stereotypes about certain members of society; (4) encouraging students to situate themselves in discursive practices; and (5) providing students with the tools for participating in the public sector. The Digest concludes that through the study of risk communication in cultural studies composition, students can be taught methodologies that will enable them to participate in society as more informed, productive citizens. (NKA) former practitioners in the past 5 years, only slightly more than one-third provide any form of mentoring. Focused interviews with former practitioners turned professors indicated that mentoring programs are critical to job success and satisfaction as well as retention. Given the frequency with which former practitioners are being hired as full-time advertising and public relations professors, additional research should be conducted to explore the experiences of these individuals who are attempting to make the transition into academe. (Contains 24 references and 3 tables of data.) (Author/RS)

ED 399 589   CS 509 333

Hill, Bill; Ross, Charlynn
Using Cooperative Learning Approaches in the Instructional Method of Performance-Based Communication Courses.
PUB DATE- 29 Mar 96
NOTE- 29p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Apprehension; Communication Research; *Cooperative Learning; Feedback; Higher Education; Instructional Effectiveness; *Introductory Courses; Performance Based Assessment; *Public Speaking; *Student Attitudes
IDENTIFIERS- *Learning Groups

The first stage of a 3-part research project designed to assess the appropriateness of using cooperative learning groups in communication courses with a significant oral performance component, a study assessed student perceptions about the appropriateness of using cooperative learning groups in a communication class with more than half of the final grade based on performance in oral performances. Students in five sections of the basic public speaking course taught by three instructors participated. Instructors for each section were given instructions about how to structure cooperative learning groups. A total of 49 useable surveys were collected at the end of the semester, a response rate of 81.6%. Results indicated that students (1) judged the cooperative learning methods used to be effective; (2) felt more prepared as a result of the required practice sessions structured into the cooperative learning group; (3) were actively involved in providing feedback to members of their learning group, and that overall the feedback was judged to be valuable; (4) found the cooperative learning groups to be useful in helping them control their public speaking anxiety; and (5) felt that their competence as communicators generally and public speakers specifically improved as a result of interaction in the cooperative learning groups. (Contains 26 references, 11 notes, and 6 tables of data.) (RS)

ED 399 590   CS 509 334

Geske, Joel
Legibility of Sans Serif Type for Use as Body Copy in Computer Mediated Communication.
PUB DATE- Aug 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).

ED 399 610 EA 027 842

McClain, Maria Thornton, Ed.
Making Commissions Work: A Handbook for Parish Religious Education Boards/Commissions.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; *Board of Education Role; *Boards of Education; *Catholic Schools; Elementary Secondary Education; Governing Boards; Kindergarten; *Leadership; Preschool Education; Professional Development; Religious Education

This handbook is part of an ongoing process to share models of Total Catholic Education boards, religious education boards, and Catholic school boards. The purpose of the book is two-fold: (1) to provide a rationale for having a group within the parish that sets the direction for the religious education of children, youth, and adults; and (2) to provide models for the formation and operation of this leadership body. Chapters cover a broad range of topics: group-formation models; roles, relationships, and responsibilities; training; spirituality; adaptations to various cultures; and the rationale for having a religious education board/commission. Following the preface and introduction, the articles include: (1) "The Call To Be a Watercarrier: The Religious Education Board" (Matthew J. Hayes); (2) "A People, a Mission, a Structure!" (John S. Balaguer and Maria Thornton McClain); (3) "The Spirituality of Decision Making" (Mary Benet McKinney, OSB); (4) "Forming a Religious Education Commission--A Team Effort" (Elaine Ouellette); (5) "The Why and How of Forming a Religious Education Board" (Eileen Loughran); (6) "Parish Religious Education Committees--Why Bother with Them?" (James J. DeBoy, Jr.); (7) "What Do Parish Religious Education Boards Do?" (Maureen Kennedy, OP); (8) "A Rainbow of Adaptations" (Maria Thornton McClain); (9) "Professional Growth Day for Parish Catechetical Leaders, re: Religious Education Boards" (Joanne Spizzo Sanders and James P. Studdert); and (10) "An Effective Way for a Pastor and DRE to Support the Board of Education" (Mary Jo Thomas-Day). Appendices contain a sample constitution for a Religious Education Board, a Total Catholic Education Board/Commission, and a Parish Board of Education; a model yearly calendar for meetings; a report form; a list of additional resources; and a sample vision of a parish religious education program. (LMI)

ED 399 611 EA 027 843

Savage, Frank X., Comp.; Milks, Mary Jo, Comp.
United States Catholic Elementary and Secondary Schools 1995-96. The Annual Statistical Report on Schools, Enrollment, and Staffing.
PUB DATE- 96
NOTE- 69p.; For 1994-95 report, see ED 395 933.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; Kindergarten;

ED 399 630 EA 027 875

Mosborg, Susan
How Money Matters to School Performance: Four Points Policymakers
Should Know.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economically Disadvantaged; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; *Financial Support; Income; *Performance; Resource Allocation; *School District Spending; School Funds; Tax Effort

Education researchers have moved beyond asking whether money matters to school performance. They are now investigating how money matters to student learning and achievement. There are three questions that policymakers and citizens must address: How much money are they willing to spend on the education of the young? How should it be fairly spent? How should it be wisely spent? This document summarizes research on the spending patterns of schools and the money-performance link. It identifies four points that policymakers should know. First, money is related to student learning outcomes, but the dynamics of human learning mean that there is no one-to-one correlation. Second, school districts spend their money in remarkably consistent proportions, regardless of their wealth, and the bulk goes to instructional services. However, there are large differences in wealth and student need across schools and districts that strongly affect performance. Third, money also matters by maximizing a wide range of opportunities to learn. New knowledge about teaching and learning points to the importance of strategic investments as well as funding "the basics," if more children are to learn and perform at high levels. Finally, after three decades of modest equalization efforts by the states, reliance on local funding of schools is now rising, just as income inequality among communities is growing. Poor children are hardest hit. The appendix outlines the evolution of "equal educational opportunity" as a legal concept. (Contains 52 references.) (LMI)

ED 399 631 EA 027 876

Brock, Barbara L.; Grady, Marilyn L.
Beginning Teacher Induction Programs.
PUB DATE- Aug 96
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Professors in Educational Administration (50th, Corpus Christi, TX, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; Instructional Leadership; Mentors; *Principals; *Teacher Orientation; *Teacher Supervision

The literature on first-year teachers identifies the difficulties of this transition period and supports the need for first-year teacher-induction programs. Little attention, however, has been paid to the principal's role in the induction of beginning teachers. This paper presents findings of a study that examined

Chapter 1 services than did their counterparts in low-poverty schools. The operation of Chapter 1 in high-poverty schools also encompassed a greater diversity of services than it did in low-poverty schools. However, high-poverty schools tended to follow traditional reading-instruction methods, experienced a more pronounced lack of basic supplies, and were less likely to have student access to computers. A total of 34 exhibits are included. The appendix contains 47 supporting tables. (Contains seven references.) (LMI)

ED 399 651 EA 027 897

Overview of Public Elementary and Secondary Schools and Districts: School Year 1994-95. Statistics in Brief.
PUB DATE- Sep 96
NOTE- 12p.; Tables contain small, low-contrast print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment; Enrollment Rate; Enrollment Trends; Ethnic Distribution; Primary Education; *Public Schools; Rural Schools; *School Demography; School District Size; *School Organization; Student Characteristics; Urban Schools

The Public Elementary/Secondary School Universe Survey and Public Education Agency Survey are annual state-level collections of information about the numbers and types of public schools and education agencies, the numbers and selected characteristics of students, dropouts, and the numbers of staff. This report summarizes statistics from each of the surveys, which are part of the Common Core of Data (CCD) collection of the National Center for Education Statistics (NCES). The data provide an overview of public elementary and secondary schools and school districts for the academic year 1994-95. The report provides information on the following: the types of public schools; schools and community size; enrollment for primary, middle, and high schools; school-district grade spans; school district size; and student characteristics. Technical notes and key terms are included. Six tables are included. (LMI)

ED 399 652 EA 027 902

Richards, Craig E.; And Others
Risky Business: Private Management of Public Schools.
PUB DATE- 96
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Contracts; Corporate Support; *Educational Economics; Educational Finance; Educational Policy; Elementary Secondary Education; Free Enterprise System; Nontraditional Education; *Private Sector; *Privatization; *Public Schools; *School Business Relationship; School Organization

Contracting in public education is not a new development. This book examines projects that transfer the management of entire schools or school systems to private firms. Chapter 1, by Rima Shore, is a comprehensive survey of the practice of contracting out in public education. It provides a broad historical background for the U.S. education system as a whole. Chapter 2, by Craig Richards, conducts a close financial analysis of the current industry leader in the field of educational safety of schools, on a national average basis, is unknown; and (3) schools contribute to the risks of injury or illness in school-aged children; however, little is known about schools' contribution to nonfatal illness and injury. Finally, national data, particularly for environmental hazards, were usually inadequate to assess the risks to students. Data are presented for incidence of unintentional injuries, including playground-related, school-athletics, transportation, school-bus-related, pedestrian injuries, along with data for intentional injuries, including school-associated violent deaths and weapons. Information is presented for illness caused by environmental hazards, such as asbestos and lead, and for those that arise from exposure to infectious agents. Suggestions for comparing and managing risks are offered. References accompany each chapter. Eight figures and 35 tables are included. (LMI)

ED 399 670 EA 027 963

School Finance: Options for Improving Measures of Effort and Equity in Title I. Report to Congressional Requesters.
PUB DATE- 30 Aug 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Educational Legislation; Elementary Secondary Education; *Evaluation Criteria; Expenditure per Student; Expenditures; *Federal Aid; Federal Legislation; Finance Reform; *Fiscal Capacity; *Incentive Grants; Income; Public Schools; State Federal Aid
IDENTIFIERS- *Elementary Secondary Education Act Title I

The largest single federal elementary and secondary education grant program to local school districts is title I of the Elementary and Secondary Education Act (ESEA) of 1965. Title I educational services may be financed by four funding formulas, which cover basic grants, concentration grants, targeted grants, and Education Finance Incentive Program grants. Title I's Education Finance Incentive Program would provide additional funds to states with high levels of "fiscal effort" for education (that is, high state spending relative to the state's ability to pay) and equity in per pupil spending. This General Accounting Office (GAO) report analyzes proposed measures of effort and provides options for improving them. Methodology included a literature review, consultation with experts, and analysis of school-district data from the Department of Education's National Center for Education Statistics (NCES) for school year 1991-92. It is recommended that the effort factor include an indicator of states' ability to pay that is comprehensive, reflecting all sources of potential revenue-raising capacity; avoid using indicators that are not directly related to state fiscal effort; and provide a direct incentive for increased effort. To assess the equity factor, the report recommends the following criteria: (1) the measure of spending disparities should be comprehensive; (2) the measure of students' needs should be as comprehensive as possible; (3) spending differences should be adjusted for differences in purchasing power across school districts; and (4) the equity factor should provide an incentive for states to further reduce spending disparities. Appendices contain background information, a description of methodology, formulas for measuring effort and equity, examples of alternative allocations, and implications for impact aid. Contains seven tables and three figures. (LMI) copy of the new law; and a summary of changes that will have the most significant effect on school-level staff. Content format needs identified at the meeting included: a side-by-side presentation of the old and new provisions of the law; a list highlighting major changes; an annotated presentation on the impact of each major change on policy or procedure; a one-page list of major changes arranged by date detailing what has to be in place for each revision and the deadline; and mini-reports that focus on specific topics. Also identified were presentation format needs such as written documents, electronic versions, postings on the Internet, tape recordings, and Braille versions. Other issues in the development and dissemination of information, such as the writing and promulgation of revised IDEA regulations, were also identified. (CR)

ED 399 687 EC 305 018

Ellis, William, Ed.
Their World.
PUB DATE- 95
NOTE- 148p.; For 1994 edition, see ED 372 530.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Coping; Delinquency; *Educational Experience; Educational Legislation; Education Work Relationship; Elementary Secondary Education; Emotional Adjustment; Employment; Handwriting; Independent Living; Individual Development; Language Impairments; *Learning Disabilities; *Personal Narratives; Postsecondary Education; Self Determination; Self Esteem; Sibling Relationship; *Student Experience; Transitional Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

Different aspects of the experiences of children and adults with learning disabilities are explored in the 29 articles in this publication. Articles are divided into seven topical sections. "I Am My Learning Disability" includes personal narratives on overcoming learning disabilities and coping with the disability. "Learning Disabilities and Delinquency" deals with the justice system and describes an individual with a learning disability who is incarcerated. "The Experience of Siblings" addresses the feelings and relationships of siblings of children with learning disabilities. "The LD Experience" discusses self-esteem issues of individuals with learning disabilities. The School-to-Work Opportunities Act is also reviewed. An adult with learning disabilities describes her journey to become an attorney. "Independent Living" includes an article on self-determination and one on moving from an institution to independence. A section titled "Features" has articles on recording for the blind and medical screening of children with disabilities. "Schooling" addresses issues in choosing a school for students with special needs, handwriting, and remediating language deficits in a language-based curriculum. The articles in "College Experience" focus on post-college employment and helping children with learning disabilities in postsecondary education. An extensive resource list on applicable legislation, organizations, school testing issues, college resources, and other issues is also included. (CR)

ED 399 688 EC 305 019

McManus, Marilyn, C., Ed.

"activating thinking," teachers observed that slightly more than one-third of the students asked clarifying questions. A little less than half performed the behavior of "naming key information" by answering teacher questions and sharing ideas during class discussions. (Contains 26 references.) (CR)

ED 399 705 EC 305 036

Shuman, Theresa
Improving Maladaptive Behaviors Using Sensory Integration Techniques.
PUB DATE- May 96
NOTE- 39p.; Master's Action Research Project, St. Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Educational Strategies; High Schools; Instructional Effectiveness; *Intervention; *Mental Retardation; *Sensory Integration; Sensory Training; Special Schools; *Training Methods

A study examined the use of sensory integration techniques to reduce the maladaptive behaviors that interfered with the learning of nine high school students with mental impairments attending a special school. Maladaptive behaviors identified included rocking, toe walking, echolalia, resistance to change, compulsive behaviors, aggression, tantrums, monotone speech, and gagging. A literature review examined the relationship between the senses and behavior of those with disabilities; the functions of nervous system and sensory integrative processes; and various methods of behavioral intervention including aversives, drugs, megavitamins, diets, psychotherapy, animal therapy, auditory integration therapy, and sensory integration techniques. The intervention involved the use of various sensory integration techniques including auditory/vestibular, visual, olfactory, gustatory, tactility, speech/communication, behavior, and balance techniques. After the intervention, the teacher reported a decrease in maladaptive behaviors and increase in student enjoyment of the activities. Appendices include observation checklists, a caretaker questionnaire, and the parental consent form. (Contains 28 references.) (CR)

ED 399 706 EC 305 037

Trends in the Education of Students Who Are Deaf or Hard of Hearing. Report of the Department for the Deaf and Hard of Hearing to the Governor and the General Assembly of Virginia. House Document No. 51.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Rights; *Deafness; Educational Legislation; Educational Trends; Elementary Secondary Education; Focus Groups; *Hearing Impairments; *Needs Assessment; Parent Attitudes; Partial Hearing; Policy Analysis; State Legislation; State Standards; Student Attitudes; Student Characteristics; Student Placement; Teacher Attitudes; Teacher Certification; *Trend Analysis
IDENTIFIERS- *Virginia

PUB DATE- 94
NOTE- 158p.; For the 1994 conference proceedings, see EC 305 055.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Chemistry; *Disabilities; *Educational Strategies; Elementary Secondary Education; Hearing Impairments; Higher Education; Learning Disabilities; Physical Disabilities; Professional Development; *Science Instruction; Teacher Education; Teaching Methods; Visual Impairments

This book includes four papers presented at a conference on teaching science to students with disabilities. The first paper, "Science Education for Motor/Orthopedically-Impaired Students" (E. C. Keller, Jr.), covers: (1) categories of motor/orthopedic-impairments, (2) life function assessment, (3) formal and informal science teaching methods and experiences for students with disabilities, and (4) past work on science education for students with disabilities. The second paper, "Science Education for Students with Disabilities: The Visually-Impaired Student in Chemistry" (H. David Wohlers), addresses challenges that students with blindness face, based on personal experience in acquiring a doctoral degree in chemistry and working as a chemistry professor. Challenges include attitude barriers, laboratory safety, access to theoretical and experimental data graphics, and adaptations of computers and lab equipment. The third paper, "Learning Disabilities" (Helenmarie Hofman), discusses: general education settings for students with learning disabilities; science education opportunities for such children; and strategies for teaching students with learning disabilities. The fourth paper, "Science for Deaf Students: Looking into the Next Millennium" (Harry G. Lang), provides recommendations on: 1) teacher training, (2) science materials, (3) scientific societies, (4) professional collaboration, and (5) involvement in national science standards efforts. Critical responses follow each paper. Appendices provide a summary of the recommendations of the conference working groups, a list of conference participants, and conference evaluation information. Each paper contains references. (CR)

ED 399 724 EC 305 055

Stefanich, Greg P.; Egelston-Dodd, Judy, Ed.
Improving Science Instruction for Students with Disabilities: Proceedings. Working Conference on Science for Persons with Disabilities (Anaheim, California, March 28-29, 1994).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 154p.; For the 1993 conference proceedings, see EC 305 054.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; *Disabilities; *Educational Strategies;

Sound Futures" (Ginger Blalock and James R. Patton); (2) "A Status Report on Transition Planning for Individuals with Learning Disabilities" (Caroline Dunn); (3) "Transition to Living: The Neglected Component of Transition Programming for Individuals with Learning Disabilities" (Patricia L. Sitlington); (4) "Self-Determination Instructional Strategies for Youth with Learning Disabilities" (Sharon Field); (5) "Life Skills Curricula for Students with Learning Disabilities: A Review of the Literature" (Mary E. Cronin); (6) "The Positive Force of Vocational Education: Transition Outcomes for Youth with Learning Disabilities" (Rebecca B. Evers); (7) "Transition Planning Assessment for Secondary-Level Students with Learning Disabilities" (Gary M. Clark); (8) "Making the Transition to Higher Education: Opportunities for Student Empowerment" (Loring C. Brinckerhoff); (9) "Vocational Rehabilitation and Special Education: Partners in Transition for Individuals with Learning Disabilities" (Carol A. Dowdy); (10) "Community Transition Teams as the Foundation for Transition Services for Youth with Learning Disabilities" (Ginger Blalock); and (11) "Transition in an Era of Reform" (Diane S. Bassett and Tom E. C. Smith). Position papers on transition and life skills instruction, issued by the Council for Exceptional Children's Division on Career Development and Transition, are appended. (Contains approximately 650 references.) (DB)

ED 399 742   EC 305 081

Odom, Samuel L.; McLean, Mary E.
Early Intervention/Early Childhood Special Education: Recommended Practices.
PUB DATE- 96
NOTE- 448p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Cognitive Development; Communication Skills; Curriculum Development; Delivery Systems; *Disabilities; *Early Childhood Education; *Early Intervention; *Educational Practices; Educational Quality; *Educational Strategies; Emotional Development; Evaluation Methods; Family Involvement; *Gifted; Individualized Education Programs; Individualized Family Service Plans; Infants; Interpersonal Competence; Motor Development; Perceptual Motor Learning; Preschool Curriculum; Program Evaluation; Student Evaluation; Systems Approach; Teacher Education; Teaching Methods; Transitional Programs; Young Children
IDENTIFIERS- *Council for Exceptional Children

This book's 15 chapters elaborate on specific educational practices in early intervention and early childhood special education, recommended by a task force of the Council for Exceptional Children's Division of Early Childhood. The selected practices were identified through a process involving analysis of expert opinions, professional consensus, state-level consensus, and national validation. Chapter titles and authors are: (1) "Establishing Recommended Practices in Early Intervention/Early Childhood Special Education" (Mary E. McLean and Samuel L. Odom); (2) "Assessment for Early Intervention: Emerging Themes and Practices" (John T. Neisworth and Stephen J. Bagnato); (3) "Family Participation" (Lisbeth J. Vincent and

IDENTIFIERS- National Council on Disability; Social Security

The National Council on Disability (NCD) held a National Summit on Disability Policy on April 27-29, 1996 at which 300 grassroots disability leaders gathered to discuss how to achieve independence in the next decade. Following an analysis of disability demographics and disability rights and culture, disability policy is assessed in 11 areas: policy coordination, civil rights, education, employment, social security and other income maintenance, health insurance and health care, long-term services in the community, technology, housing, transportation, and international issues. Recommendations were made in each policy area. The overarching themes of the recommendations were: (1) existing laws should be enforced; (2) people with disabilities should direct policy when they are affected by the outcome; (3) outreach and awareness campaigns must be launched to educate the public; (4) incentives for the inclusion of people with disabilities must be further developed and implemented; (5) principles of universal design should be universally applied; (6) systems, services, and supports for people with disabilities must be further developed as a part of the mainstream of community life; and (7) accurate data about people with disabilities should be regularly collected, analyzed, and reported. Appendices include recommendations for the NCD, a description of emerging issues, and remarks made by Marca Bristo, Chairperson of NCD, and Justin Dart at the national summit. (Contains approximately 80 references.) (CR)

ED 399 759   EC 305 111

Markel, Geraldine; Greenbaum, Judith
Performance Breakthroughs for Adolescents with Learning Disabilities or ADD: How To Help Students Succeed in the Regular Education Classroom.
PUB DATE- 96
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; Case Studies; *Classroom Techniques; Crisis Intervention; Educational Legislation; *Educational Strategies; Homework; *Inclusive Schools; Individualized Education Programs; Instruction; Intermediate Grades; *Learning Disabilities; Listening Skills; Notetaking; Reading Strategies; Secondary Education; Self Management; Student Evaluation; *Teaching Models; Test Wiseness; Writing Strategies

This book presents an integrative model that teachers at the middle school and high school levels can use to encourage performance breakthroughs for students with learning disabilities and attention deficit disorders. Chapter 1 sets the stage by describing how learning difficulties, attention problems, and adolescence challenge students, and gives an overview of education legislation that affects the education of students with disabilities. Chapters 2 and 3 then present a framework for understanding the instructional process and systems affecting students with learning problems. The roles of various professionals and the components of an integrative approach are explained. Chapter 3 also presents two case studies to contrast the features of productive and unproductive systems. Chapter 4 reviews a systematic problem-solving process for crisis intervention. Chapter 5 presents an overview of assessment issues. Chapter 6 focuses on the individualized vowels, and quantity and duration. It then outlines a prosodic analysis of six features of inter-word junctions. It is concluded that a phonological statement can be made that takes into consideration phonetic characteristics that are considered irrelevant in most phonologies. Contains 31 references. (MSE)

ED 399 780 FL 024 105

Pintzuk, Susan
Old English Verb-Complement Word Order and the Change from OV to VO.
PUB DATE- Mar 96
NOTE- 26p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Diachronic Linguistics; Foreign Countries; Grammar; Influences; *Language Patterns; Language Research; Linguistic Theory; Middle English; *Old English; Sentence Structure; *Syntax; Verbs
IDENTIFIERS- *Word Order

An alternative account of the Old English verb-complement word order and the change from OV to VO is offered, based on an analysis of 16 Old English texts. Evidence is provided that the change does not involve abrupt reanalysis but rather synchronic competition between two grammars, beginning in the Old English period and continuing into Middle English. Background assumptions and terminology are outlined first. The standard analysis of Old English and the change from OV to VO is then described, and three predictions of the standard analysis are presented and shown to be unfulfilled. It is shown that (1) clauses unambiguously derived from a VO grammar are used productively during the Old English period, before the change is supposed to have taken place, (2) clauses unambiguously derived from an OV grammar are used productively during the Middle English period, after the change is supposed to have taken place, and (3) the increase in VO surface word order during the Old English period and the trigger for change at that period's end can not be linked directly to an increased rate of either postposition rules or verb-second constraint. The proposed hypothesis of grammatical competition accounting for the word order variation is then presented. Contains 41 references and an appendix of abbreviations. (MSE)

ED 399 781 FL 024 106

Plunkett, Bernadette
Situating "Que."
PUB DATE- Mar 96
NOTE- 36p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Foreign Countries; *French; *Language Patterns; Language Research; Linguistic Theory; *Syntax
IDENTIFIERS- Chomsky (Noam); *Questions; *Wh Questions

A study of French "wh" questions, particularly questions using "que" and "quoi," looks at conventional syntactic explanations and presents a new analysis. Relevant facts and pertinent claims about these questions are reviewed, the researcher's assumptions about the working of Wh questions are explained,

A Study of Verbal Interaction in Discussion Groups in a Writing Class.
PUB DATE- 22 Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (31st, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Students; Critical Thinking; Discourse Analysis; *Discussion Groups; *English (Second Language); Foreign Countries; *Group Dynamics; Higher Education; Interpersonal Communication; Language Patterns; Language Usage; Majors (Students); *Peer Evaluation; Persuasive Discourse; Revision (Written Composition); Second Language Instruction; Skill Development; Thinking Skills; *Writing Instruction
IDENTIFIERS- Consensus; Taiwan

Observation of 16 university students of writing in English as a Second Language in Taiwan focused on the nature of interactions during three peer response sessions and one consensus exercise. It examined the kinds of comments made by a writing group in responding to peer writing and the characteristics of the verbal interaction in a consensus exercise. Peer response was used in this context to revise compositions, and consensus exercises to cultivate negotiation and critical thinking skills. Analysis of audiotape recordings of the interactions over two months showed that the students tended to restate the ideas in their peers' writing half of the time, and only one-third of the time were able to challenge or make suggestions to others. There were few evaluative statements, suggesting inability or reluctance to critique peers' work. During the consensus exercise, students showed substantial lack of skills needed to negotiate and synthesize ideas. Deficient in critical thinking skills, they were unable to present arguments with support. Contains 25 references. (Author/MSE)

ED 399 803   FL 024 130

Starks-Martin, Gretchen
Using "Think-Alouds," Journals, and Portfolios To Assess Hmong Students' Perceptions of Their Study/Learning Strategies.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cognitive Style; College Students; Developmental Studies Programs; *English (Second Language); Higher Education; *Hmong People; Immigrants; Instructional Effectiveness; Journal Writing; *Learning Strategies; Limited English Speaking; Notetaking; *Portfolios (Background Materials); *Protocol Analysis; Reading Strategies; Second Language Instruction; Second Language Learning; *Student Journals; Study Skills; Test Wiseness; Textbooks; Time Management

A study investigated the studying and reading processes of limited-English-speaking Hmong university students, using think-aloud protocols, reading journals, and study skills portfolios. Think-alouds were conducted in four areas: reading a content-

ED 399 356 CE 072 372

Work-Based Learning: A Resource Guide for Change. Test Draft.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Workplace Preparation and Continuing Education.
PUB DATE- 96
NOTE- 308p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Apprenticeships; Career Exploration; Case Studies; Cooperative Education; Educational Legislation; Educational Practices; *Education Work Relationship; Field Trips; Guidelines; Internship Programs; Labor Legislation; On the Job Training; Outcomes of Education; Partnerships in Education; Program Development; Program Implementation; Records (Forms); *Resource Materials; Secondary Education; Service Learning; State Legislation; Statewide Planning; *Vocational Education; *Work Experience Programs; *Youth Employment; *Youth Programs
IDENTIFIERS- Job Shadowing; New York; Secretarys Comm on Achieving Necessary Skills

This resource guide is intended to provide New York schools, business/industry, and others with resources to develop work-based learning strategies and components. Section 1 examines the scope, foundation, categories, and operation of work-based learning. Section 2 presents detailed information about the following forms of work-based learning: field trips; job shadowing; service learning; New York's Career Exploration Internship Program; other unpaid internships; youth employment programs; subsidized employment training; youth-run enterprises; cooperative education; paid internships; and apprenticeships. The following information is provided for each form of work-based learning: purpose; program activities, scheduling structure, grade level, and length; staffing requirements; anticipated student outcomes; credit(s) awarded; regulations governing program design/implementation; marketing strategies; financial, program development, and assessment requirements; and illustrative case studies. A wide range of program planning forms constitute approximately one-third of the guide. Among the items included in the guide's 15 appendixes are the following: guidelines for providing work-based learning activity components and developing programs; information about resources/accommodations for disabled students; competencies deemed necessary by the Secretary's Commission on Achieving Necessary Skills; guidelines for preparing young women for higher-wage careers under the School-to-Work Opportunities Act; information about labor laws applicable in New York; ideas of service learning projects; model career exploration internship programs; essential skills and dispositions; an acronyms list; and a glossary. (MN)

ED 399 357 CE 072 392

International Project on Technical and Vocational Education (UNEVOC). International Advisory Committee (First Session, Berlin, Germany, September 20-22, 1993). Final Report = Projet International pour l'Enseignement Technique et Professionnel (UNEVOC). Comite Consultatif International (Premiere Session, Berlin, Germany, 20-22 septembre 1993). Rapport Final.
PUB DATE- 22 Sep 93
NOTE- 42p.; For second and third session reports, see CE 072 393-394.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Iran

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in Iran. The six parts of the document provide information about the following: the country; the educational system; fundamental change in the new system of secondary school education, including technical and vocational education; a snapshot of the educational system in August 1993; the historical development of the technical vocational education system; and non-formal training by the Ministry of Labor and Social Affairs. Some of the highlights include the following: (1) the education system in Iran is undergoing revolutionary reform in terms of philosophy of education with its aims, goals and objectives, administrative and management structures, curricular design and development, with major implications for the future; (2) the present system consists of 1-year kindergarten, 5-year primary school; 3-year guidance school, and 4-year secondary academic school as well as secondary vocational and technical education; (3) under the new system, secondary education will be 3 years long; (4) there are two types of higher technical and vocational institutions, which select their students among graduates of technical and vocational high schools and offer post-diploma certificates to their graduates; (5) the teaching staff usually have industrial training and workshop instructors have long industrial experience; and (6) there is flexibility for students to move from one stream to another in the new educational system. (KC)

ED 399 373 CE 072 421

National Profiles in Technical and Vocational Education in Asia and the Pacific: Japan.
PUB DATE- 95
NOTE- 42p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Japan

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in Japan. The three parts of the document provide information about the geography and history of Japan, historical and current perspectives of general education, and technical and vocational education in Japan. Some of the highlights include the following: (1) Japan has a long history of respect for and encouragement of

Education; *School Business Relationship; Secondary Education; Teamwork; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Alberta; Business Role

In March 1990, Alberta's Education Minister established five teams to help implement Alberta's 3-year plan for education. Two of those teams, the Implementation Team on Business Involvement and Technology Integration (I-Team) and the Business Involvement Advisory Group (BIAG), worked to develop plans and recommendations regarding expanding business involvement in education through workplace learning opportunities for students and to increase the effective use of technology in the delivery of education. The I-Team and BIAG gathered information through the following activities: survey of approximately 9,500 stakeholders in education in Alberta (response rate, 8.4%); literature review; survey of all Alberta schools to identify existing/planned school-business partnerships; and invitational forum of 250 educators and lay Albertans. The I-Team and BIAG synthesized the information gathered into recommendations regarding the following: school-business communication/understanding; business/employer involvement in educational policymaking; employability skills; entrepreneurship education; valuing all career areas/educational programs equally; part-time jobs; career education/counseling; independent/interdependent lifelong learning; and equity. Contains a glossary and 33 references. Appended are the following: program brochure; 90th annual report on Alberta education; ethical guidelines for business-education partnerships; background information on the program and assessment advisory committee; employability skills profile; and descriptions of the Career Resource Centres and Careers...The Next Generation projects. (MN)

ED 399 390 CE 072 469

Community Health. Career & Technology Studies. Guide to Standards and Implementation. Interim 1996 (September 1996-September 1997).
PUB DATE- Jun 96
NOTE- 448p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Career Education; *Community Health Services; *Competency Based Education; Educational Resources; Foreign Countries; Learning Activities; Learning Modules; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation; *Technology Education
IDENTIFIERS- *Alberta

This document contains materials for teachers to use in presenting the community health strand of the career and technology studies (CTS) program that has been approved for secondary schools in Alberta, Canada. The first three sections outline the philosophy/rationale, organization, and curriculum and assessment standards of the CTS program in general and the community health strand in particular, as well as various considerations in planning for instruction in the community health strand at the junior and senior high school levels. The next three sections define the curriculum and assessment standards for the 31 modules constituting the introductory, intermediate, and advanced levels of the community health strand. Among the topics covered in the modules are the following: family dynamics; child care/development; home care;

used in many institutions: businesses; elementary, high school, and community college districts; community-based organizations; a charter school; and government agencies. Additionally, most profiles demonstrate ways to combine funds and leverage resources. All 17 strategies share at least 2 characteristics: a willingness on the part of educators to step away from their comfort zone and view a situation from a broader point of view or from a new perspective; and the demonstration of extra effort. Each profile includes a brief summary of the goals, a description of the program or activity, things to consider in order to replicate the strategy, a contact name, and a listing of the funding sources involved. Key words appear at the upper right-hand corner of each page. The template in the lower right corner of each profile illustrates the levels of education involved, whether the activities are school based or work based, and the efforts to collaborate with other education and business resources on the activity. The template is described in detail on the reverse side of each profile. A glossary includes definitions of 61 key words and educational terminology used throughout the report. (KC)

ED 399 408 CE 072 511

Seccombe, I.; Smith, G.
In the Balance: Registered Nurse Supply and Demand, 1996. IES Report 315.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Job Satisfaction; *Labor Needs; *Labor Supply; *Nurses; Nursing Education; Postsecondary Education; Salaries; Secondary Education; *Supply and Demand
IDENTIFIERS- *United Kingdom

A survey of 6,000 registered nurses in membership in the Royal College of Nursing across the United Kingdom examined some key factors that determined the supply of nurses. A study of the UK nursing labor market indicated that the number of registered nurses has remained more or less static since the late 1980s. Rising demand appeared to be met by increased working hours and workloads, with an accompanying increase in the proportion of unfilled nursing posts. Analysis of New Earnings Survey data revealed that nurses' earnings remained stable, but consistently below the national average for non-manual workers. Findings showed a rise in turnover for a third successive year. Twenty-two percent of nurses changed jobs or stopped working in the last 12 years. Job satisfaction, ill health, injury, and redundancy accounted for nearly one-third of the job changes. Asked what they expected to be doing in two years, nearly one in five nurses said they expected to leave nursing. The spread of short-term contracts was associated with a rise in perceived job insecurity, even among those on permanent contracts. Although the majority of nurses had caring responsibilities for dependent children or adults, only 20 percent reported employers had "family friendly" policies. Reported shift lengths ranged from 3 to 28.5 hours and the average shift length was 8.9 hours. Over half felt under too much pressure at work. Includes 26 figures and 32 tables. (Appendixes contain 21 references, methodology, and workload scale.) (YLB)

ED 399 409 CE 072 512

Basic Skills at Work. A Strategy To Help Improve the Competence

NOTE- 78p.; For the process evaluation final report, see CE 072 548.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Cooperative Programs; Coordination; Demonstration Programs; *Employment Potential; *Employment Services; Job Skills; *Job Training; *Program Effectiveness; Program Evaluation; State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Food Stamp Employment and Training Program; *Job Opportunities and Basic Skills Program; Texas

An evaluation was conducted of the Better Opportunities for New Directions (BOND) demonstration that tested the conformance between the Texas Food Stamp Employment and Training (E&T) and Job Opportunities and Basic Skills (JOBS) programs. The research design was a longitudinal panel approach. First-round interviews with 54 individuals probed clients' basic needs and personal circumstances, patterns of public and other outside assistance, employment histories, barriers to employment, and anticipated benefits of BOND participation. Second-round interviews with 37 individuals elicited their assessment of activities and services and the impacts of participation. Participants portrayed a broad range of individual needs and circumstances. Most participants felt they had benefited from BOND. It enhanced their employability through education, training, and job readiness/job search activities and through improved self-esteem, motivation, and communication skills. Participants felt that BOND improved their job preparation and search skills, encouraged and enabled them to attend postsecondary and General Educational Development classes, and helped them by providing support services. They suggested that not only sanctions but opportunities and perceived benefits drove participation. Participants' suggestions delivered these "messages" to policymakers: encourage voluntary participation; value less tangible program outcomes; provide access to advanced education and training; provide statewide coverage; and recognize external barriers. (Appended are profiles of survey participants.) (YLB)

ED 399 427 CE 072 548

O'Shea, Daniel P.
Texas Food Stamp Employment and Training/JOBS Conformance Demonstration: Process Evaluation Final Report.
SPONS. AGENCY- Texas State Dept. of Human Services, Austin.
PUB DATE- Apr 96
NOTE- 145p.; For the BOND participant survey final report, see CE 072 547.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Cooperative Programs; Coordination; Demonstration Programs; *Employment Potential; *Employment Services; Job Skills; *Job Training; Program Effectiveness; Program Evaluation; State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Food Stamp Employment and Training Program; *Job Opportunities and Basic Skills Program; Texas

A process evaluation was conducted of the Better Opportunities for New Directions (BOND) demonstration that tested the conformance between the Texas Food Stamp Employment and Training (E&T) and Job Opportunities and Basic Skills (JOBS) programs. JOBS policies and procedures were applied to eligible

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anatomy; Competence; Competency Based Education; Course Content; Curriculum Guides; Learning Activities; *Physiology; Postsecondary Education; Secondary Education; Teaching Methods; Units of Study

This curriculum guide contains 14 units of instruction for a course in anatomy and physiology for surgical technology students. The units cover the following topics: (1) organization of the body; (2) cells, tissues, and membranes; (3) integumentary system; (4) skeletal system; (5) muscular system; (6) nervous system; (7) special sense organs; (8) digestive system; (9) circulatory system; (10) lymphatic system; (11) respiratory system; (12) reproductive system; (13) urinary system; and (14) endocrine system. Each of the units contain some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets. All the unit components focus on measurable and observable learning outcomes, and are planned to be used in more than one lesson or class period of instruction. In addition, this teacher edition includes suggestions for using the materials, and an instructional and task analysis. Contains seven references. (KC)

ED 399 447 CE 072 586

Montgomery, Joel R.
Goal-Based Learning: Accelerating Performance Change.
PUB DATE- 21 Aug 96
NOTE- 23p.; For related documents, see CE 072 525-526 and CE 072 587-588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Classroom Environment; Comparative Analysis; *Competency Based Education; *Goal Orientation; *Job Performance; Learning Processes; Lecture Method; Organizational Change; Organizational Climate; *Performance Factors; *Training Methods; *Training Objectives

This document, which is part of a series of training materials explaining the benefits and use of performance-focused learning, examines the goal-based learning approach to education and training as a means of accelerating performance change. Each page of the document consists of a graphic and bulleted list of information pertaining to one of the following topics: changing performance; performance change curves; shifting the focus of education; knowledge and performance; comparison of learning environments; structure in a lecture-based environment; structure in a goal-based environment; developing a web of support for goal-based learning; typical support for goal-based learning; forms of goal-based learning; what goal-based learning is not; the paradox of goal-based learning as learning that is both flexible and consistent; developing goal-based learning; key lessons learned from goal-based learning; organizational readiness for goal-based learning; and other readiness factors. Contains 11 references. (MN)

ED 399 448 CE 072 587

Montgomery, Joel R.
Goal-Based Learning: Conceptual Design "Jump-Start" Workbook.

Market; *Needs Assessment; Postsecondary Education; *School Business Relationship; *Technical Institutes
IDENTIFIERS- Great Britain

A study investigated how a sample of British further education (FE) colleges used the first round of Competitiveness Funding and how it affected the development of collaboration between colleges, Technical Education Councils (TECs), industry, and government agencies. A key ingredient in successful fund bids was matching the project's activity and outcomes to the needs of the regional economy by colleges' and TECS' sharing of each other's labor market information. Few colleges reported active industrial support for their fund project at the bid-preparation stage. Regional partner agencies were infrequently involved publicly in "launching" the fund, but appeared distant from the bidding, approval, and implementation processes. The likelihood of successful outcomes was enhanced through evident compatibility between fund project activity and existing college planning. Ways in which colleges developed the local training market included targeting small and medium sized enterprises, funding capital development, and breaking down barriers to access. Project innovations were also enhancing colleges' offer to existing students and opening up new markets through the deployment of flexible learning opportunities. Potential benefits from collaborative work with other colleges included the following: sharing good practices, accessing staff expertise and cooperation from the higher education sector, dividing jobs according to strengths of partner colleges, and enhancing purchasing power. (YLB)

ED 399 468 CE 072 624

A Guide to Curriculum Development in Family and Consumer Sciences Education.
PUB DATE- 95
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Education; *Course Content; Cultural Pluralism; Curriculum Design; *Curriculum Development; Diversity (Institutional); Experiential Learning; *Family Life Education; Integrated Curriculum; Multicultural Education; *Occupational Home Economics; Program Development; Secondary Education; *Sex Fairness; Tech Prep

This guide is designed to help educators develop a comprehensive and integrated family and consumer sciences educational program for all grades. Chapter 1 provides an overview of the family and consumer sciences program in Connecticut. Chapter 2 describes the various program elements local districts should consider when reviewing, modifying, or developing program offerings, such as program overview, program goals, core topic areas, integrative components, and program structure. Chapter 3 describes a curriculum development process that addresses factors influencing curriculum development, recommended steps in the curriculum development process, integration of Future Homemakers of America/Home Economics Related Occupations into the curriculum, and current perspectives on teaching and learning that affect curriculum development. Chapter 4 provides guidance and tools to assist with the tasks of organizing program topics and selecting student competencies at middle/junior and high school levels. Chapter 5 focuses on integrating academics, offering new planning structures such as tech prep and applied academics programs, and providing

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Canada Natives; *Career Counseling; *Career Development; Community Involvement; Community Programs; Cultural Differences; Foreign Countries; *Indigenous Populations; Program Development; Self Determination
IDENTIFIERS- Canada; ERIC Digests

In hoping for a brighter future of self-government and self-determination, Canadian Aboriginal communities have placed great hopes and expectations on their youth. The complexity and uniqueness of career-related issues pose a formidable challenge in the development of career counseling programs for Aboriginal youth. This digest describes the process involved in creating "Career Counselling for Aboriginal Youth: The Journey Inward; The Journey Outward," a program based on the traditional concept of a vision quest. The participatory, program-planning approach resulted in several important outcomes: (1) the participatory process continued into program implementation; (2) planning team members from Aboriginal communities became strong program advocates; (3) the communities demonstrated ownership of the program and encouraged community member participation; and (4) new inter-community and inter-agency networks resulted in other partnership initiatives. Most importantly, the participatory process resulted in a program which integrated appropriate knowledge and cultural components in a career-counseling program which met the needs of Aboriginal youth. (RB)

ED 399 488   CG 027 161

Van Manen, Max; Levering, Bas
Childhood's Secrets: Intimacy, Privacy, and the Self Reconsidered.
PUB DATE- 96
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Behavior; Child Caregivers; Child Development; *Childhood Attitudes; Child Psychology; Cognitive Development; Early Childhood Education; *Emotional Development; Parent Child Relationship; Play; *Privacy; Young Children
IDENTIFIERS- *Secrecy

The prevailing view of secrets as undesirable or unhealthy is challenged in this exploration of the meaning and significance of secrecy. As a crucial dimension of human development, secrets lead to a child's awareness of inner space and external worlds. This in turn leads to the development of a sense of self, personal responsibility, autonomy, and intimacy in human relations. Numerous accounts of everyday experiences with secrecy are presented which challenge assumptions about the ethics of silence, privacy, reserve, and lying. Chapters are: (1) The Question of Secrecy; (2) Modes of Secrecy; (3) How Do We Experience Secrecy?; (4) Secrecy in Fiction; (5) Where Do Secrecy and Privacy Come From?; (6) Differences Between Secrecy and Privacy; (7) The Physiognomy of Secrecy; (8) Secrecy and the Origin of Identity; (9) The Development of Inwardness; (10) Secrecy and Postmodern Culture; (11) Lying and Secrecy; (12) The Childhood of Secrecy; (13) Guilt, Shame, and Embarrassment; and (14) The Pedagogy of Secrecy. While revealing the pervasiveness of secrets in human life, this book explores the ways in which teachers and parents can give the experience of secrecy the opportunity to bring meaningfulness to the lives

Evaluation; Teacher Role
IDENTIFIERS- Authentic Assessment; Reading Appraisal Guide; *Reading Ladders

Designed for the grades K-2 literature-based classroom, this reading assessment kit includes 6 books which represent the stages most developing readers pass through as they move from being emergent to fluent readers. The kit also contains reading ladder assessment tools and reproducible charts and checklists. The literature selections in the kit were developed based on the idea that by using the books and following the strategies outlined in the accompanying 24-page teaching guide, a teacher can determine the students' beginning reading levels and track their reading progress in a natural, non-threatening way. (NKA)

ED 399 508 CS 012 585

Rosenheck, Donna; And Others
Accelerated Reader Impact on Feelings about Reading and Library Use: A Survey of Fifth Grade Students in Lee County, Florida, To Determine How a Computerized Reading Management Program Affects Attitudes toward Reading and the Media Center and Frequency of Library Use.
PUB DATE- May 96
NOTE- 38p.; Survey Research Project, Library and Information Science Research Methods, University of South Florida.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acceleration (Education); *Computer Assisted Instruction; Grade 5; Intermediate Grades; Library Surveys; Mass Media Use; *Reading Attitudes; *Reading Instruction; Reading Research; *Student Attitudes; Student Surveys; Use Studies
IDENTIFIERS- *Lee County School District FL

A study examined how Accelerated Reader Program (a computerized reading management program used in elementary education) affected attitudes toward reading and use of the media center. Fifth-grade students in three Lee County, Florida schools were surveyed. One school had no Accelerated Reader program in place; one school had a mandatory Accelerated Reader Program; and one school had a voluntary Accelerated Reader Program. All schools had similar pupil composition (socioeconomic, multicultural, achievement levels) and so were comparable. A two-page survey instrument was developed that included queries about the use of the media center, number of books checked out, enjoyment of reading, and favorite indoor activities. A total of 222 surveys were completed and the results tabulated. Results indicated no relationship between the use of Accelerated Reader and frequency of library use or attitudes toward reading and the media center. Results also indicated that the great majority of fifth-grade students in all three schools enjoyed reading. The most common response to the open-ended query "What would you change in the media center?" was "change nothing." (Contains eight references. Appendixes present the survey instrument, seven charts and one table of data, and information from Accelerated Reader Program.) (Author/RS)

ED 399 509 CS 012 589

Ford, Michael P.
Begin with the End in Sight: Student Negotiated Evaluation in a Preservice Literacy Education Course.

NOTE- 9p.; Paper presented at the Combined Great Lakes and Southeast Regional Conferences of the International Reading Association (1st, Nashville, TN November 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Elementary Education; Language Arts; *Methods Courses; Pilot Projects; *Preservice Teacher Education; Program Descriptions; Regular and Special Education Relationship; *Teacher Education Programs; Thematic Approach
IDENTIFIERS- *Bangor Township Schools MI; *Saginaw Valley State University MI; Teacher Knowledge

A pilot program of teacher education was conceptualized in response to the increased diversity within the elementary classroom and a growing realization that evolving service delivery paradigms in the public schools suggest a need to examine how educators are being prepared for this environment. The College of Education and individual faculty members of the Teacher Education and Educational Leadership Departments of Saginaw Valley State University, Michigan have organized the Unified Elementary Pilot Program (UEPP) in conjunction with Bangor Central Elementary and the Bangor Township Schools. The program is "unified" in several ways: (1) the College of Education is "unified" with Bangor Township Schools in a partnership that permits and supports the pilot; (2) a unified instructional team consists of university teacher educators and classroom teachers; (3) methods courses are taught in integrated, semester-long blocks using thematic units; and (4) the knowledge/skills competencies unique to special education teacher preparation has been unified with course work and field experiences required throughout the elementary program. A cohort group of 25 students was selected from among those students admitted to the College of Education. The pilot program commenced during the Winter Semester 1995 and will be completed by the end of the Spring semester 1997. (A list of the competencies, skills, and knowledge needed to teach in the unified classroom; a list of variables and evaluation methods for the pilot program; and a list of program outcomes are attached.) (RS)

ED 399 530 CS 012 614

Tao, Liqing
What Do We Know about Email--An Existing and Emerging Literacy Vehicle?
PUB DATE- Nov 95
NOTE- 51p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; *Electronic Mail; Interpersonal Communication; *Literacy; Literature Reviews; Social Influences; Student Motivation
IDENTIFIERS- Communication Behavior; Educational Issues

A literature review investigated the still nebulous area of email's implications for literacy learning by reviewing the existing literature across disciplines on the interests and concerns of literacy researchers and educators about email and the major issues and areas of concerns which are and will be

Anderson, Colleen
Back in the Courtroom Again: Ciceronian Stasis Theory as a Method of Critical Thinking.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Critical Thinking; Higher Education; Student Interests; Student Needs; Writing (Composition); *Writing Instruction
IDENTIFIERS- Analytical Methods; Cicero; Classical Rhetoric; *Stasis Theory

Using statis theory in the composition classroom is not new. The three main questions of stasis--the "an sit," or conjectural issue, the "quid sit," or issue of definition, and the "quale sit," or issue of quality--roughly approximate different kinds of writing. The method originated with Hermagoras and was developed by Cicero as a method of inquiry for use in the courtroom. Thus a case regarding the "an sit" or conjectural issue might concern whether one individual killed another, whereas the issue of definition would address the name and type of a particular action, manslaughter versus premeditated murder. In cases where agreement has been reached regarding both the committal and the type of act, the question that remains is the quality of the act. This might include, for example, to what degree intent was present in the act. Stasis theory can be used as a method of critical thinking. Stasis theory may be used as a tool of invention, comparison, and, ultimately, analysis when applied in conjunction with Ciceronian judicial rhetoric. It can predict the outcomes of current cases in court, including those concerning Mayor Marion Barry of Washington, D.C., Mike Tyson, and William Kennedy Smith. A comparison of Tyson's and Smith's cases shows one way to use the method. Stasis theory assists students in their critical thinking since it requires them to zero in on the point in question. (TB)

ED 399 549 CS 215 475

Fredericksen, Elaine
Personal Authority and the Female Writer.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Females; Feminism; *Freshman Composition; Higher Education; Writing (Composition); Writing Apprehension; *Writing Assignments; *Writing Attitudes; Writing Strategies
IDENTIFIERS- *Academic Discourse; *Authority; Composition Theory; Expressive Writing; Feminist Pedagogy; Personal Writing

Composition teachers and researchers recognize the difficulty young writers, especially females, face as they enter postsecondary education and attempt to learn the language of the academy. Addressing academic audiences "takes confidence and authority, qualities that are often challenged in women

ED 399 570 CS 509 271

What Should Be the Policy of the United States Government toward the People's Republic of China. National Debate Topic for High Schools, 1995-96. 104th Congress, 1st Session.
PUB DATE- 95
NOTE- 829p.; Contains many pages of small type.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Civil Liberties; *Debate; *Federal Government; *Financial Policy; Foreign Countries; *Foreign Policy; *High Schools; High School Students; Information Sources; Political Issues
IDENTIFIERS- *China; *National Debate Topic

Sampling the wide spectrum of opinions reflected in the current literature on the topic, this book presents a compilation of materials and bibliographic references designed to assist high school debaters in researching the topic of whether the United States government should substantially change its policy (foreign and economic) toward the People's Republic of China. Materials in the book include "China's Changing Conditions, Issue Brief" (Robert G. Sutter and others); "China after Deng Xiaoping--Implications for the United States" (Robert G. Sutter and James Casey Sullivan); "China's White Paper on Human Rights" (Tao-tai Hsia and Wendy I. Zeldin); "Hong Kong's Political Transition: Implications for U.S. Interests" (James Casey Sullivan and Robert G. Sutter); "National Interest and U.S. Foreign Policy" (Mark M. Lowenthal); "China in World Affairs--U.S. Policy Choices" (Robert G. Sutter); "United States Security Strategy for the East Asia-Pacific Region"; "China-U.S. Trade Issues" (Wayne M. Morrison); "U.S. Economic, Trade, and Financial Relations with Asia: A Statistical Overview" (James K. Jackson and Wayne M. Morrison); "China and the General Agreement on Tariffs and Trade" (George D. Holliday); "Memorandum of Understanding between the Government of the People's Republic of China and the Government of the United States of America on the Protection of Intellectual Property"; "China's Transition to the Market" (John P. Hardt); "Implementation of the 1992 Prison Labor Memorandum of Understanding"; and "Chinese Forced Labor Exports to the United States." An approximately 1,000-item annotated bibliography, a guide to information sources, and a list of available government publications on the topic are attached. (RS)

ED 399 571 CS 509 307

Bedore, Joan M.
Self-Empowerment Techniques: A New Direction for Teachers of College Public Speaking Courses.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Sooner Communication Conference (Norman, OK, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; *Empowerment; Higher Education; *Individual Development; Learning Experience; *Public Speaking; *Self Esteem; *Student Empowerment; Student Needs; *Teaching Methods

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Computer Mediated Communication; Higher Education; *Readability
IDENTIFIERS- Helvetica Type; *Legibility; *Typeface; Visual Communication

A study examined type legibility on computer screens to determine type styles and type sizes that are most legible. Subjects, 107 college students, tested legibility of Helvetica type in 3 different sizes and 3 different faces. Results indicated no significant differences for legibility of Helvetica 12, 10, and 9 point type in the normal typeface at the resolution of the computer screens. Helvetica Bold significantly increases the legibility in most cases and at least does not decrease legibility. Helvetica Italics should be used with extreme caution or avoided. (Contains 9 references and 15 tables of data. An appendix presents each type face reproduced at screen resolution and enlarged 200%.) (Author/RS)

ED 399 591 CS 509 336

Schnell, Jim
In Search of Afrocentric Perspectives on Human Communication.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 96
NOTE- 26p.; For a related document, see ED 367 039.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Influences; *Blacks; *Case Studies; *Communication (Thought Transfer); Higher Education; Literature Reviews; *Resource Materials
IDENTIFIERS- *African Americans; Afrocentrism; Howard University DC

This paper describes a literature review that searched for afrocentric perspectives on human communication theory. The search described in the paper was focused on the Moorland-Spingarn Research Center at Howard University, reportedly one of the largest collections of African-American literature in the United States. The search described in the paper was done by researching key words in the subject card catalog and then studying entries relevant to communication arts. The search described in the paper reveals a rich abundance of material suitable for analysis in case study assignments, but the search did not reveal any theoretical frameworks unique to the African-American perspective. Contains 61 references. (Author/RS)

ED 399 592 CS 509 337

Hawkins, Katherine; Fillion, Bryant
Perceived Communication Skill Needs for Small Work Groups.
PUB DATE- Mar 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Problems; Communication Research; *Communication Skills; *Group Dynamics; Higher Education; Instructional Improvement; *Interpersonal Communication; *Needs

Preschool Education; Regional Characteristics; *School Demography; School Personnel; *School Statistics; Teacher Student Ratio

Since 1969-70, the National Catholic Educational Association (NCEA) has published a statistical report on Catholic elementary and secondary schools in the United States. This report contains the core school enrollment and staffing data of the NCEA historical file for 1995-96. Data were collected on Title I services, extended-care programs, school boards of education, coeducational schools, and single-sex schools. The first part presents a summary of the demographic trends impacting both public and private education. Comparisons are also made with other private schools and with the public sector. Data for free-standing middle schools are also presented. The data are based on information submitted by archdiocesan and diocesan offices of education and a state Catholic Conference that compiles school data for all dioceses in that state. Appendices contain a summary report of basic school statistics, a list of states with enrollment increases, and a summary report of supplemental data by region and state. A total of 26 exhibits are included. (LMI)

ED 399 612 EA 027 844

Marotta, Sylvia A.; Jennings, Leilani
Gathering Together: A Guidebook for Forming and Developing Associations.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; Interprofessional Relationship; *Leadership; Leadership Training; Organizational Communication; *Partnerships in Education; *Professional Associations; Strategic Planning

Making an association of Directors of Religious Education (DREs) involves complex decisions that lead to complex actions. This guidebook describes a process for building lasting associations, the goal of which is to organize people around a common purpose. Following the introduction, chapters 2 through 5 outline stages of the process: identify leadership and environmental relationships; plan the first dream session; assess and distribute results of the first session; plan the second dream session; identify leaders for the new association; convene the new association; and move the association forward. Appendices contain selected readings regarding church teachings on associations, sample stories of other DREs, a list of desirable leadership qualities, an installation-of-leaders ritual, guidelines to consider in deciding about the business aspect of association management, and questions for assessing interorganizational evaluation and commitment. (Contains seven references.) (LMI)

ED 399 613 EA 027 846

Jacobs, Richard M.
The Vocation of the Catholic Educator. The NCEA Catholic Educational Leadership Monograph Series.
PUB DATE- 96
NOTE- 97p.

the perceptions of principals and beginning teachers regarding the problems, role expectations, and assistance that pertain to the first year of teaching. Data were derived from a survey of 75 Nebraska elementary and secondary teachers who were beginning their second year of teaching in both public and nonpublic schools. The response rate was 65 percent (n=49). An additional nine teachers were interviewed. A survey of 75 Nebraska principals from elementary and high schools and from public and nonpublic schools elicited a 75 percent response rate (n=56). Beginning teachers reported that their principals' interaction and guidance were important to them. Both groups ranked classroom management and discipline as the number-one problem. Teachers reported the need for a year-long induction program that included mentoring. Ninety-four percent of the principals said that they assigned mentors; however, much variance existed in the selection, assignment, and training of mentors. It is suggested that orientation programs be tailored to the school context and teachers' unique needs. (Contains 23 references.) (LMI)

ED 399 632 EA 027 877

Boyd, Donald J.; Davis, Elizabeth I.
State Budgetary Assumptions. State Fiscal Brief No. 36.
PUB DATE- Apr 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Budgets; Demography; *Economic Factors; Economics; Elementary Secondary Education; Income; Inflation (Economics); *Prediction; *State Action

When states prepare their budgets, they usually base revenue and expenditure projections upon forecasts of national and state economic and demographic trends. This brief presents findings of a Center for the Study of the States survey that asked state budget offices what they were assuming for many key variables. The survey obtained 41 state forecasts, most of which were used to prepare official executive budget projections for 1996-97. The most commonly forecasted state-level variables included employment (39 states), nominal personal income (41), Medicaid caseloads (25), Aid to Families with Dependant Children (AFDC) caseloads (29), and prison populations (27). State budget-office forecasts of the national economy were slightly more conservative than those of private forecasters. The median budget forecast of 1996 real GDP growth was 2.4 percent, slightly below the comparable Blue Chip consensus of 2.6 percent. The states' median forecast of 1996 consumer price inflation was 2.8 percent, compared to the median Blue Chip forecast of 2.9 percent. States expect a significant slowdown in corporate profits over the next 2 years, with eight states expecting declines in 1996. States do not appear to suffer from a "provincial illusion": fast-growing states were not more optimistic about the national economy than slow-growing states. Finally, many states are expecting declines in AFDC caseloads in the next 2 years. More than 60 percent of reporting states expect a decline in 1997, with Delaware's anticipated decline of 22 percent by far the largest. Two tables and three figures are included. (LMI)

ED 399 633 EA 027 878

Liebschutz, David S.; Gold, Steven D.
State Tax Relief for the Poor. State Fiscal Brief No. 37.

contracting, Education Alternatives, Inc., and presents an indepth budgetary analysis of EAI's arrangement with the city of Baltimore, Maryland. In the third chapter, Max Sawicky considers how economic theory and practical experience inform the concept of contracting out the management of public schools. The final chapter, by all three authors, focuses on the policy implications of the previous chapters' findings and offers recommendations on ways to approach contracting. Findings indicate that, to date, schools and businesses have little experience in privatization. There is a lack of genuine competition in the market for education-management services, low priority for information gathering or evaluation, and insufficient evidence to support privatization's claims of superior instructional practices. EAI has failed to establish a reputation for corporate responsibility, to take effective control of the schools under its purview, to produce improvement in educational outcomes (despite the advantage of additional resources), or to demonstrate that it can make money managing public schools. To date the bulk of the company's cash flow has been derived from stock offerings and financial speculation. Twenty-two tables and 8 figures are included. Appendices provide information on the informal structure of EAI and statistical tables. Endnotes and an index are included. (Contains 187 references.) (LMI)

ED 399 653   EA 027 903

Moreo, Dominic W.
Schools in the Great Depression. Garland Studies in the History of Education Series.
PUB DATE- 96
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Blacks; Budgets; Educational Change; Educational Finance; *Educational History; Educational Policy; Elementary Secondary Education; Federal Aid; Politics of Education; *Public Education; Retrenchment; School Choice; *School Organization; Sex Discrimination; Teacher Supervision; *Teaching (Occupation); *Teaching Conditions; Unions
IDENTIFIERS- *Depression (Economic 1929)

This book delineates the effects of the Great Depression upon the schools and explores how the supporters of public education responded to the retrenchment of school budgets. The introduction postulates that the public schools as a bureaucratic system in the best of times produced what it was capable of producing, which at times coincided with the wishes of parents and the community. In the worst of times the institution muddled through. Chapters 1 and 2 describe how educators failed to come forward with a new paradigm for the schools. The chapters also analyze the contents of the "Social Frontier," a journal founded by educators. The third chapter recounts the Depression's depths as hard times rocked the U.S. schools. Chapter 4 focuses on the reorganization of schools in New York City and concludes with a review of the "McCarthyite" tactics of the chief medical officer of the schools, Dr. Emil Altman, in removing "insane" teachers. The fifth chapter describes the impact of the Depression on Seattle, Washington, schools. Chapter 6 describes the Tusher affair, a case study of school bureaucratic responses to parental wishes to have their children attend their neighborhood schools. The chapter concludes with a look at parental and student complaints of the schools elsewhere, including those by the Pennsylvania Amish.

ED 399 671 EA 027 965

Finn, Chester E., Jr.; And Others
Charter Schools in Action: What Have We Learned?
PUB DATE- 96
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Charter Schools; Educational Finance; *Educational Innovation; Elementary Secondary Education; Governance; Institutional Autonomy; *Nontraditional Education; *Program Implementation; Public Education; *School Organization; Unions

This report contains the findings of the first year of a 2-year Hudson Institute study of U.S. charter schools, which focused on their startup problems, solutions to the problems, and the policy environments in which such schools are most likely to thrive or falter. Data during 1995-96 were derived from site visits to 35 charter schools, which comprise a cross-section of the approximately 225 charter schools operating at that time. Approximately 600 interviews were conducted with local business and educational leaders and with 107 state-level policymakers, educators, and interest-group leaders. Some highlights of the findings include the following: Of the nearly 8,400 students in the sample, 63 percent were minority-group members. Eighty-one percent had been enrolled in public schools immediately before coming to the charter schools. Charter schools include schools for at-risk youngsters and special populations, distance learning, teacher cooperatives, and contract-managed schools. Major startup problems included the large numbers of disadvantaged and at-risk students, lack of capital and startup funds, burdensome paperwork, regulatory restrictions, and governance difficulties. Charter schools are most likely to arise in states with stronger charter-school laws, which feature sponsorship options for other than school boards, openness to diverse charter applicants, automatic exemption from laws and regulations, and true fiscal and legal autonomy for charter schools. The report also reviews policy issues that face charter schools, including special education, teacher unions, finance, accountability and evaluation, prevention of school failure, and federal policy. The report concludes that: (1) The demand for charter schools currently exceeds the supply; (2) there is growing evidence that supports charter schools' educational effectiveness; (3) charter schools' attractive features include their smaller size, focused missions, freedom from excessive regulation and control, and choices offered to students and teachers; and (4) charter schools foster innovation and promote accountability. Policy recommendations are included. Appendices contain characteristics of state charter-school laws, state case studies, a list of participating schools, and a list of interview participants. (Contains 5 tables and 13 references.) (LMI)

ED 399 672 EA 027 966

Glanz, Jeffrey, Ed.; Neville, Richard F., Ed.
Educational Supervision: Perspectives, Issues, and Controversies.
PUB DATE- 97
NOTE- 372p.
LANGUAGE- English

Adoption: A Lifelong Journey for Children & Families.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adopted Children; *Adoption; Adoptive Parents; *Attachment Behavior; Child Welfare; Confidentiality; Disabilities; *Emotional Disturbances; Family Relationship; Federal Legislation; Incidence; *Intercultural Programs; Parent Attitudes; Parent Child Relationship; Parent Role; Personal Narratives; Placement; Transracial Adoption
IDENTIFIERS- Improving Americas Schools Act 1994 Section 551

Several issues surrounding adoption are addressed in this journal. "Openness in Adoption," by Ruth G. McRoy and others, explores the movement away from confidentiality in adoption. "Mid-Life Reflections on Adoption" by Carol Yttri and "An Adoption Journey" by Shannon Latimer detail the experiences of adults who were adopted as children. In "Emotional Disorders in Adopted Children and Youth" (Ruth G. McRoy and Harold D. Grotevant), a research review finds that adopted children are referred for psychological treatment two to five times as frequently as their nonadopted peers. A study of 50 adopted and 50 non-adopted adolescents in residential treatment centers indicated that adoption outcomes are influenced by a variety of child and parental factors, including the parent's reasons and motivation for adoption and their attitudes toward adoptive parenthood. "Intercultural Adoption" (Joan D. Ramos), "The Case Against Transracial Adoption" (Leora Neal), and "The Birth of Intercountry Adoptions" (Susan Soon Keum Cox) discuss the impact of adoptions between members of racial, ethnic, national origin, and religious groups on the children and families involved. "The Multiethnic Placement Act" by Carol Williams reviews this 1994 law. "Parent and Child Attachment" (Margaret Redfern) examines the bonding between parents and their children. "Adoption Subsides: A Boon for Children" (Ann Sullivan) discusses the federal adoption subsidy. "My Family: Formed by Adoption" (Stephanie Ward) is a personal narrative by a woman who adopted a child with mental disorders. Selected adoption resources are also listed. (CR)

ED 399 689 EC 305 020

Structured Interview Guides for Ohio's Javits Grant Needs Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Leaders; Community Resources; Data Collection; *Delivery Systems; Educational Legislation; Evaluation Methods; Federal Legislation; *Gifted; *Interviews; *Needs Assessment; Parents; Parent School Relationship; Principals; Program Evaluation; *Special Education; Student Characteristics; *Talent
IDENTIFIERS- *Jacob K Javits Gifted Talented Stdnt Educ Act 1988;

This paper reports the findings and recommendations of a task force of the Virginia Department for the Deaf and Hard of Hearing (VDDHH) on current trends in the education of students who are deaf or hard of hearing (including deaf-blind students) and the implications of a proposed Deaf Child's Bill of Rights. The task force reviewed the literature and existing mandates of Virginia and other states and convened focus groups of students, parents, consumers, and educators. Findings addressed the following areas: placement options, modes of communication, current mandates. personnel standards, demographic information, educational interpreters, curriculum information, information available to parents, the role of adults who are deaf or hard of hearing, focus group results, and other current initiatives addressing related issues. Among 10 recommendations proposed are the following: (1) revision of teacher endorsement requirements; (2) reexamination of the need for a teacher training program in Virginia to prepare teachers of students with hearing impairments; and (3) increased participation by persons who are deaf or hard of hearing on advisory groups and boards. The task force did not recommend a Deaf Child's Bill of Rights but indicated that if such a bill was introduced it should be given careful consideration. Brief summaries of the major reports evaluated are appended. (CR)

ED 399 707 EC 305 038

Dwyer, Kevin P.
Disciplining Students with Disabilities.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Problems; Classroom Environment; Classroom Techniques; *Compliance (Legal); *Disabilities; *Discipline; Due Process; Educational Legislation; Elementary Secondary Education; Expulsion; Individualized Education Programs; *Legal Responsibility; School Responsibility; Student Behavior; Suspension; Violence
IDENTIFIERS- *Individuals with Disabilities Education Act

This report discusses disciplining children with disabilities in schools, in the context of the legal requirements of the Individuals with Disabilities Education Act. Practical concepts are explained in terms of the school's responsibility to: (1) maintain a safe environment; (2) teach a code of discipline to all students; (3) use the individualized educational program (IEP) as a vehicle for effective behavior management; (4) have the IEP team review the discipline code and determine what specialized help and instruction the child may need to understand the code; (5) make a child with a disability and the family aware of the discipline code and the consequences; (6) initiate an IEP team meeting for children who begin to demonstrate a pattern of behavior which may result in behavior problems; (7) require quick and deliberate administrative action for weapons violations; (8) conduct a manifestation review to determine if the student's behavior is related to the disability and whether the current placement is appropriate; (9) modify the IEP and, if necessary, the placement if it is determined that dangerous behavior is the result of the disability; and (10) subject a child with a disability to the regular discipline code of consequences if dangerous misconduct

Elementary Secondary Education; Genetics; Hearing Impairments; Inclusive Schools; Learning Disabilities; Lesson Plans; Mainstreaming; Physical Disabilities; Physics; *Science Activities; Science Curriculum; *Science Instruction; Teaching Methods; Teaching Models; Visual Impairments

This proceedings report includes papers presented at a conference on teaching science to students with disabilities. In the first paper, "Family Pedigrees: A Model Lesson Illustrating Strategies for Teaching Students with Disabilities in a Mainstreamed High School Biology Class" (Kathleen Ball and Edward C. Keller, Jr.), strategies are described for including a student with motor/orthopedic disabilities in classroom activities and a model lesson on Mendelian genetics is presented. In the second paper, "Integrating Students with Learning Disabilities into Regular Science Education Classrooms: Recommended Instructional Models and Adaptations" (Katherine Norman and Dana Caseau), the learning styles of students with learning disabilities are explained and different instructional models are described. "A Demonstration Lecture in Physics for Deaf and Hard-of-Hearing Students in Mainstream Settings: 'The Doppler Effect'" (Harry G. Lang) provides specific strategies and handouts for teaching students with hearing impairments. "Heat Conduction (A Science Lesson for Junior High Students Who Are Deaf or Hard-of-Hearing)" by Robert Storm, provides objectives and step-by-step instructions for teaching heat conduction. "Guidelines for Teaching Science to Students Who Are Visually Impaired" (Benjamin Van Wagner) describes specific accommodations and adaptive equipment that teachers can use. Conference participants' suggestions to practicing teachers, a list of conference participants, and conference evaluation information are appended. Each paper contains references. (CR)

ED 399 725 EC 305 056

New York State Commission on Quality of Care for the Mentally Disabled. Annual Report, 1994-95.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adults; Advocacy; Annual Reports; Child Abuse; Child Neglect; Children; Cost Effectiveness; Early Intervention; *Emotional Disturbances; Group Homes; Housing; Legislation; *Mental Disorders; *Program Effectiveness; Program Evaluation; *Psychiatric Hospitals; *Quality Control; Residential Programs; Safety; State Regulation; *State Standards
IDENTIFIERS- Facilitated Communication; *New York

This annual report details activities by the New York State Commission on Quality of Care for the Mentally Disabled, which oversees the public and private service system for individuals with mental disorders. The report notes that during 1994-1995, the Commission's cost-effectiveness studies identified over $15 million in potential savings, and its fiscal investigations resulted in the criminal conviction of one home administrator, the revocation of a medical license, and a judicial ruling enabling the enforcement of a $7.5 million Medicaid fraud judgment. Also noted are Commission policy studies on restraint and seclusion in psychiatric facilities, its systematic evaluation of private psychiatric hospitals, and its day-to-day oversight activities in responding to complaints and reports of abuse or neglect. The first section of the report describes

Mary E. McLean); (4) "Development and Implementation of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs); Opportunities for Empowerment" (Vickie P. Turbiville and others); (5) "The Widespread Adoption of Service Delivery Recommendations: A Systems Change Perspective" (Phillip S. Strain and others); (6) "General Curriculum and Intervention Strategies" (Mark Wolery and Diane M. Sainato); (7) "Promoting the Cognitive Competence of Young Children with or at Risk for Developmental Disabilities" (Carl J. Dunst and others); (8) "Indicators of Quality in Communication Intervention" (Howard Goldstein and others); (9) "Strategies for Promoting Social Interaction and Emotional Development of Infants and Young Children with Disabilities and Their Families" (Mary A. McEvoy and Samuel L. Odom); (10) "Intervention Strategies To Promote Motor Skills" (Rebecca R. Fewell); (11) "Interventions To Promote Adaptive Behavior Skills" (Eva M. Horn); (12) "Transition" (Mary Beth Bruder and Lynette Chandler); (13) "Early Childhood Education of Children Who Are Gifted" (Stephen W. Stile); (14) "Personnel Preparation in Early Education and Intervention: Recommended Preservice and Inservice Practices" (Patricia S. Miller and Vicki D. Stayton); and (15) "Program Evaluation" (Scott Snyder and Robert Sheehan). An appendix lists all 417 recommended practices. (Individual chapters contain references.) (DB)

ED 399 743 EC 305 082

Breen, Michael J., Ed.; Fiedler, Craig R., Ed.
Behavioral Approach to Assessment of Youth with Emotional/Behavioral Disorders: A Handbook for School-Based Practitioners.
PUB DATE- 96
NOTE- 729p.; This book was a joint effort of PRO-ED and the National Association of School Psychologists.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Anxiety; Attention Deficit Disorders; *Behavior Disorders; Behavior Patterns; Compliance (Legal); Cultural Differences; Decision Making; *Disability Identification; *Educational Diagnosis; Elementary Secondary Education; Eligibility; Emotional Development; *Emotional Disturbances; Ethics; *Evaluation Methods; Hyperactivity; Interpersonal Competence; Intervention; Interviews; Legal Responsibility; Limited English Speaking; Mental Disorders; Moods; Questionnaires; Social Development; Student Behavior; *Student Evaluation; Student Placement
IDENTIFIERS- *Behavioral Assessment; Functional Assessment

This text presents 13 chapters on the assessment of students with emotional and/or behavioral disorders for the purpose of making educational placement and programming decisions consistent with federal and state diagnostic guidelines. Chapters are grouped into four sections focusing on: basic considerations for assessment of youth in this population; behavioral assessment, approaches, and techniques; specialized assessment issues and practices; and application and syntheses. Chapter titles and authors are: (1) "Behavioral Assessment: An Overview" (Catherine Stanger); (2) "Legal and Ethical Issues in the Educational Assessment and Programming for Youth with Emotional or Behavioral Disorders" (Craig R. Fiedler and David P.

education program as a model for effective program planning. Self-management skills for students with learning difficulties and attention problems are evaluated in Chapter 7. In chapters 8 through 12, information is provided to help students develop their skills in specific areas, including: reading, listening and note-taking, preparing for and taking tests, academic writing, and homework. Each chapter describes specific strategies teachers can use. Chapter 13 gives examples of performance breakthroughs and ways to foster performance breakthroughs. (Contains over 230 references.) (CR)

ED 399 760   FL 023 343

Teaching EFL outside the United States.
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Administrative Organization; Class Size; Compensation (Remuneration); Educational Administration; *Educational Environment; Elementary Secondary Education; Employment Opportunities; *English (Second Language); Faculty Workload; *Foreign Countries; Instructional Materials; *Language Role; Official Languages; Scheduling; Second Language Instruction; Teacher Certification; *Teacher Qualifications; Work Environment

The guide contains profiles of the linguistic situation and English language teaching conditions, in both public and private sectors, in 48 foreign countries. Descriptions include such information as official language(s), qualifications and requirements for teaching English as a Second Language (ESL), typical class sizes and hours, accessibility of and preference for ESL materials, availability of support facilities and services, prevalent methodologies, pay scales and benefits, working hours and conditions, normal class loads, and country-specific items of concern to teachers. The name, affiliation, and contact information of the person who prepared each profile and update is included. Many profiles also list names of persons and institutions that can be contacted for employment information. An additional list of employment and teacher referral contacts is appended. Profiles are organized by continent or region. (MSE)

ED 399 761   FL 023 832

Marcos, Kathleen
Foreign Language Exploratory Programs: Introduction to Language Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Awareness; Educational Objectives; Educational Trends; Elementary Education; Information Sources; *Introductory Courses; Models; Program Descriptions; Program Design; *Second Language Learning; *Second Language Programs; Trend Analysis
IDENTIFIERS- ERIC Digests; *Foreign Language Experience Programs; Lovett School GA; Prince Georges County Public Schools MD;

the new analysis is presented, and theoretical implications are discussed. It is concluded that French questions possess a number of peculiarities that have major implications for understanding Wh movement and how it is motivated within current syntactic theory. A number of revisions to one theory are made to bring it into line with Chomskian theory that checking is a one-way mechanism, helping to explain in part the restrictions on "que" questions widely discussed in the literature on French syntax. A further constraint on the position of "que" is proposed, accounting for the impossibility of "quoi" subject questions. This analysis is seen as supporting, not invalidating, the Minimal Approach. Contains 30 references. (MSE)

ED 399 782 FL 024 107

Rhys, Catrin Sian
Event Structure and the "Ba" Construction.
PUB DATE- Mar 96
NOTE- 36p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Chinese; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; Prepositions; Semantics; *Speech Acts; Structural Analysis (Linguistics); Verbs

Much earlier controversy surrounding the Chinese "ba" construction stems from dissention over whether or not "ba" has any independent semantic content. "Ba" was assumed either to be a purely formal particle whose function was to assign case, or to have semantic content translating into thematic content. However, under the hypothesis that abstract case does not play a role in Chinese, "ba" can not be a case marker. It is also argued that thematic content can not be assumed. Instead, a second kind of thematic information that plays a role in syntactic description, namely event structure, is hypothesized. It is shown that the affected interpretation of the "ba" dependent phrase is the consequence not of a particular thematic role but of the a-role assigned by "ba." Thus the constraints on "ba" are captured and shown to be intrinsically linked. It is concluded that this provides further evidence for a model of syntax in which there is considerable interaction between the syntactic representation and the level of event structure. Contains 19 references. (MSE)

ED 399 783 FL 024 108

Russ, Charles V. J.
Explanation of Sound Change. How Far Have We Come and Where Are We Now?
PUB DATE- Mar 96
NOTE- 19p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Causal Models; *Diachronic Linguistics; Foreign Countries; Influences; *Language Patterns; Language Research; *Language Variation; *Linguistic Theory; *Phonology

Early explanations of sound change were often sought in extralinguistic factors such as climate or the speakers' physiology. More recently, scholars have been reluctant to area textbook chapter; taking lecture notes; test studying strategies; and test-taking strategies. Reading journal entries focused on student perceptions of the reading strategies they used to increase reading rate and improve comprehension. In the portfolios, the students gathered essays in which they identified their initial learning strategies and reported results of direct application of alternative strategies. Strategies included those for reading textbooks, taking lecture notes, time management, test studying, and test taking. It was found that students memorized formulas in mathematics and vocabulary words from textbook glossaries, parroted text in answer to questions, and re-read material repeatedly until they understood it, often hesitating over vocabulary not identical to textbook wording. In note-taking, students made no margin notes or annotations, focusing on understanding the lecturer. Study was generally done alone, and language problems were frequently a barrier in test-taking. Information drawn from these sources provided the teacher with valuable information with which to personalize study strategies to be taught. (MSE)

ED 399 804 FL 024 131

Breitkreuz, Hartmut
False Friends: Stolpersteine des deutsch-englischen Wortschatzes.
PUB DATE- 94
NOTE- 295p.; For a related document, see FL 024 132.
LANGUAGE- German
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *English; *Error Patterns; Foreign Countries; *German; *Interference (Language); *Language Patterns; Language Usage; Second Language Instruction; Second Language Learning; *Second Languages; Translation
IDENTIFIERS- *Cognates

The guide to "false friends," or false cognates, in German and English is designed such that it can be used as either an instructional tool or a reference guide. An introductory section defines false friends and discusses different types, and provides a set of symbols for distinguishing them. The first major section lists, alphabetically in German, and contains notes on "easy" false friends. Four quizzes and their answer sheets are distributed throughout this section. The second section lists more difficult false cognates, and contains four additional quizzes and answer sheets, and two final tests with answer sheets. Appended materials include German-to-English cognate lists, categorized by difficulty level and type, a list of references, and both English and German indexes. The explanatory text is entirely in German, with some notes, sample expressions, and sentences in English. (MSE)

ED 399 805 FL 024 132

Breitkreuz, Hartmut
More False Friends. Tuckische Fallen des deutsch-englishen Wortschatzes.
PUB DATE- 92
NOTE- 365p.; For a related document, see FL 024 131.
LANGUAGE- German
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

LANGUAGE- English; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advisory Committees; Educational Cooperation; *Educational Finance; Educational Improvement; Educational Objectives; Educational Planning; *Educational Policy; *Education Work Relationship; Financial Support; Foreign Countries; Information Dissemination; *International Educational Exchange; Program Development; Program Improvement; School Business Relationship; Secondary Education; *Vocational Education

The international advisory committee of the International Project on Technical and Vocational Education (UNEVOC) held its first session in Berlin in September 1993. The advisory committee's 10 members and observers from the United Nations' specialized, intergovernmental, and nongovernmental organizations discussed educational policy, links between technical and vocational education and the world of work, and financial implications. Special attention was paid to smoothing the adjustments/transitions between the educational system and the labor market and elevating technical and vocational education's status in education systems worldwide. After reviewing the first phase of the UNEVOC project, the advisory committee recommended that the following areas be deemed priorities for 1994-1995: raising the attractiveness and status of technical and vocational education within the education system; fostering links between technical and vocational education, industry, and the labor market; and developing the technical and vocational education systems. Activities were planned under the project's three program areas: international exchange of ideas/experiences and policy studies, strengthening national research and development capabilities, and facilitating access to databases/documentation. (Appended are the following: meeting agenda, participants' names/addresses, and the opening address by Colin N. Power. Both French and English versions of the report are included.) (MN)

ED 399 358 CE 072 393

International Project on Technical and Vocational Education (UNEVOC). International Advisory Committee (Second Session, Paris, France, December 12-14, 1994). Final Report = Projet International pour l'Enseignement Technique et Professionnel (UNEVOC). Comite Consultatif International (Deuxieme Session, Paris, France, 12-14 decembre 1994). Rapport Final.
PUB DATE- Dec 94
NOTE- 62p.; For first and third session reports, see CE 072 392-394.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advisory Committees; Educational Cooperation; Educational Finance; Educational Improvement; Educational Objectives; Educational Planning; *Educational Policy; *Education Work Relationship; Financial Support; Foreign Countries; Information Dissemination; Information Networks; *International Educational Exchange; Program Development; Program Implementation; School Business Relationship; Secondary Education; *Vocational Education

The international advisory committee of the International Project education, and successfully reformed the education system after World War II; (2) since the 1980s, calls for and attempts at reforming the education again have become more widespread as almost-universal education has strained to become more flexible in response to a changing world; (3) all children in Japan attend at least 9 years of school; most go on to 3 more years of upper secondary school, and 36 percent at least start university education; (4) junior colleges, colleges of technology, and special training schools are available to meet students' needs to enter various occupations and have various entrance requirements; (5) all students in lower secondary schools (grades 7-9) receive industrial arts training; (6) technical high schools carry out vocational and technical training on the secondary level; (7) about 1 percent of students are involved in special vocational training provided by the Ministry of Labor. (KC)

ED 399 374 CE 072 422

National Profiles in Technical and Vocational Education in Asia and the Pacific: Republic of Korea.
PUB DATE- 95
NOTE- 46p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Korea

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in the Republic of Korea. The five parts of the document provide information about the following: education in Korea; the technical vocational education training (TVET) systems, programs, and statistics in Korea; TVET supporting systems and activities; key TVET-related offices, organizations, and professionals; and the present situation and future challenges of the Korean TVET. Some of the highlights are as follows: (1) until the second half of the 20th century, Korea was largely an agrarian society poorly endowed with national resources; (2) great strides in economic development since the 1950s have spurred an increase in education and an aim to educate workers for high technology; (3) the education system consists of 6 years of primary school, 3 years of junior high school, 3 years of high school, and 4 years of college; (4) approximately 95 percent of students go to high schools, with about one-third of the high schools being technical schools; (5) students from any high school course can apply for college; (6) the larger portion of educational finance is dependent on governmental support and student tuition; (7) TVET programs under the formal education system are provided in high schools and junior colleges; (8) vocational training programs administered by the Ministry of Labor usually last 3-12 months; (9) 233 different courses of study are offered in vocational areas in junior colleges; and (10) short-term training programs are provided by local governments. (The bibliography contains 11 references.) (KC) personal safety management; adolescent health; marriage; community volunteerism; day care; anatomy, physiology, and pathology; complementary therapies; first aid; parenting; aging; prenatal/postnatal care; challenged individuals; mental health; and medical technology. The remaining four sections contain the following: assessment tools generic to the CTS program and specific to the community health strand modules; overview of linkages and transitions of CTS modules with a number of organizations; guidelines for establishing a resource-based classroom; and sample student learning guides for two modules. (MN)

ED 399 391 CE 072 470

Framework for Enhancing Business Involvement in Education.
PUB DATE- May 96
NOTE- 30p.; For related documents, see CE 072 465-466, CE 072 468, and CE 072 471.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; Career Education; *Corporate Support; Educational Certificates; Educational Improvement; Educational Quality; Foreign Countries; Job Training; *Labor Force Development; Lifelong Learning; *Partnerships in Education; Postsecondary Education; *School Business Relationship; *School Community Relationship; Secondary Education; *Student Certification; Vocational Education
IDENTIFIERS- *Alberta

This framework was developed using results of a 1995 business partnership survey, a survey of over 9,000 Albertans (800 responses), and discussion of recommendations by a forum of approximately 140 Albertans. The surveys and discussion focused on ways in which business and schools could work together to provide the best possible education for young people. This framework sets out seven projects: (1) create community structures; (2) promote workplace learning; (3) encourage apprenticeships; (4) enhance lifelong career education; (5) review school programs and standards; (6) develop credentials for a global economy; and (7) provide legislative and policy support. Each project is described, and an action plan is proposed that recommends both immediate steps and longer term suggestions toward the year 2000. Appendixes include the business involvement advisory group member list and ethical guidelines for business-education partnerships. (YLB)

ED 399 392 CE 072 471

Invitational Forum on Business Involvement in Education (Edmonton, Alberta, Canada, January 18-19, 1996). Proceedings Report.
PUB DATE- Jan 96
NOTE- 60p.; For related documents, see CE 072 465-466, CE 072 468, and CE 072 470.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; Corporate Support; *Educational Policy; *Education Work Relationship; Employer Attitudes; *Employment Potential; Entrepreneurship; Foreign Countries; *Industry; Job Skills; Lifelong Learning; *Policy Formation; *School Business Relationship; Student Attitudes; Teacher Attitudes

of the Workforce in England and Wales.
PUB DATE- Mar 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Advisory Committees; *Basic Skills; Foreign Countries; Job Skills; *Labor Force Development; Literacy Education; Numeracy; Program Development; Program Effectiveness; Program Implementation; *Workplace Literacy
IDENTIFIERS- England; Wales

The aim of the Basic Skills at Work Program was to help improve the competence of the work force in England and Wales in basic literacy, numeracy, and communication skills. Of the 82 Training and Enterprise Councils (TECs) in England and Wales, 73 participated. Surveys of basic skills requirements as perceived by local employers indicated that very few jobs could be done without competence in basic skills and particularly in reading and oral communication. Employers showed a considerable demand for higher-level basic skills in jobs that were far from the top of the labor market. Results of the second stage of the program that looked at the supply side indicated that much basic skills instruction did not directly address the needs of the workplace or the needs of particular jobs. Forty pilot projects were sponsored to address some of these needs, with partnerships between 37 TECs and local basic skills providers, in most cases colleges of further education. Some 300 companies participated in these projects where basic skills training was delivered to around 7,400 employees. A study of the effectiveness of the projects showed that in nearly three quarters of the projects work continued after program funding stopped. Where the TEC had a high level of involvement in the project, the likelihood of the work continuing in some form was much higher. (YLB)

ED 399 410 CE 072 513

Education and Labor. Information on the Departments' Field Offices. Report to Congressional Committees.
PUB DATE- Sep 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Employment Programs; *Federal Government; *Governmental Structure; *Government Employees; *Public Agencies
IDENTIFIERS- *Department of Education; *Department of Labor

This study gathered information on the Departments of Education and Labor field office structures as follows: the location, staffing, square footage, and operating cost for each department in total and its field offices. Findings were that in fiscal year 1995, the departments had a field structure composed of 1,146 field offices--such as regional offices, area offices, and district offices. They were located in 438 localities across the 50 states, District of Columbia, and 2 territories. Reflecting its centralized structure and nature of its responsibilities, the Department of Education used about one-third of its 5,131 authorized staff resources in its field offices. Labor, with its varied responsibilities requiring on-site presence, had more than 60 percent of its 17,632 authorized staff allocated to its 1,074 field offices. Both departments' largest field office costs were staff salaries and

Food Stamp recipients; staff serving the two client groups were merged; and activities and support services provided to JOBS and E&T participants became identical. The evaluation analyzed demonstration design and implementation features, identified staff roles and procedures at key steps in service delivery, and described activities and support services. Key features of the BOND design were as follows: replacement of E&T policies and procedures by JOBS policies and procedures; collaboration; and expanded activities and support services. The BOND program had the following outcomes: influenced more commitment to participation among the E&T population; expanded the range of activities and services available to E&T clients, including job search and readiness components, advanced education, and work experience; and was relatively successful in attaining its objectives by targeting resources, providing inter-program continuity, and streamlining service delivery. BOND features that were appealing on a statewide basis were the service delivery continuum, collaboration, co-location, preemployment screening, and advanced education. (Appendixes contain 19 references, a list of field contacts, a site visit guide, and program chronology.) (YLB)

ED 399 428   CE 072 550

Hopkins, Barbara
Status of Partnerships and Partnership Directors in the United States. Research Brief.
PUB DATE- Nov 95
NOTE- 5p.; Funding provided by State Farm Insurance Companies Regional Office (Lincoln, Nebraska).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Community Involvement; *Cooperative Programs; Educational Finance; Education Work Relationship; Elementary Secondary Education; Institutional Cooperation; *Partnerships in Education; *School Business Relationship; *School Community Programs; *School Community Relationship; Shared Resources and Services

A study identified the current structure and status of school-community partnership programs and their relationship to partnership program success. Data were drawn from a survey of all partnership directors who coordinate partnerships between multiple schools and multiple businesses (1,875) in K-12 public schools in the United States. Highlights of the results include the following: (1) the average length of programs was 7 years and the most frequent length was 5 years, although some had existed for 30 years; (2) nearly half of the partnership programs had 100 percent participation (all schools in the demographic area served by the partnership program had community partners); (3) more than half the programs were cooperatively funded through schools, community, and community agencies; (4) more than one-third of the partnership directors worked directly for the superintendent, and about one-fourth worked for the public relations or community relations office; (5) the partnerships involved a broad range of groups on their boards; (6) 61 percent of the partnership directors were full-time employees, 39 percent were part time, and 7 percent were volunteers; (7) partnership directors had a mean of 15 years in education and an average of 5 years as a director; (8) 68 percent of the directors had a Master's degree or above; (9) the average salary range was $50,000-$60,000 for male directors and $40,000-$50,000 for female directors; and (10) over half of the partnership directors did not know of state department of

PUB DATE- Aug 96
NOTE- 42p.; For related documents, see CE 072 525-526 and CE 072 586-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Competency Based Education; *Curriculum Design; *Goal Orientation; Integrated Activities; Job Performance; Learning Activities; Learning Processes; Models; *Performance Factors; Systems Approach; Training Methods; *Training Objectives; Workbooks

This workbook explains the process of using the goal-based learning (GBL) approach to accelerating performance change to design an education or training program. The first half of the workbook, which focuses on the nature and benefits of GBL, discusses the following topics: shifting the focus of education; differences between lecture-based and goal-based learning environments; structure in lecture-based and goal-based environments; developing a web of support for GBL; the paradox of GBL as flexible yet consistent learning; characteristics of GBL; the integrative learning model as an explanation of the process of learning to change performance; performance change curves; support for learning performance change; and the team performance process. In the second half of the workbook, a systems approach to GBL design is presented that entails using a 10-step transforming process to transform inputs (needs as perceived by stakeholders) into desired outputs (task/learning outcomes). The 10 steps of the transforming process, which are repeated a minimum of three times (each time incorporating feedback), are as follows: determine learning outcomes; identify activities required; plan continuous learning; select relevant context; identify overall goal; determine task outcomes; establish benchmark standards; plan support; build support; and practice facilitating learning experience. Contains 11 references. (MN)

ED 399 449 CE 072 588

Montgomery, Joel R.
Integrative Learning: Conceptual Design "Jump-Start" Workbook.
PUB DATE- Jul 96
NOTE- 34p.; For related documents, see CE 072 525-526 and CE 072 586-587.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Competency Based Education; *Curriculum Design; *Goal Orientation; *Integrated Activities; Job Performance; *Learning Activities; Learning Processes; Models; Organizational Change; Performance Factors; Systems Approach; Training Methods; Training Objectives; Workbooks

This workbook explains the principles and benefits of the integrative learning model and outlines a systems approach to developing an integrated learning-based education/training program. First, the integrative learning model is discussed in the contexts of the shift from teaching-focused to learning focused education and client-based environments and the increasing emphasis on investment priority decisions. Discussed experience-based learning initiatives. Chapter 6 addresses promotion of gender equity and valuing and affirming of diversity. Sample and example materials are provided throughout the guide. The chapters list a total of 117 resources. Appendixes include statewide educational goals for students and performance measures and standards for applied education programs. (YLB)

ED 399 469 CE 072 692

The Employment Challenge: An Agenda for Global Action. A Policy Paper Commissioned by UNDP for the World Summit for Social Development (Copenhagen, Denmark, March 1995).
PUB DATE- Mar 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Developed Nations; Developing Nations; *Economic Change; *Economic Development; *Employment Problems; Foreign Countries; Global Approach; *International Cooperation; International Trade; Macroeconomics; Policy Analysis; Policy Formation; Position Papers; *Strategic Planning; Sustainable Development
IDENTIFIERS- *Global Economy

In May 1994, 26 experts from 10 countries attended a technical meeting on economic policies and employment. After hearing and discussing eight papers on the nature of the employment problem and its macroeconomic solution, the group formulated an outline for global action that called on nations to act together to increase their chances of providing remunerative and sustainable work for all their citizens. Among the principles and recommendations included in the outline were the following: (1) the industrial countries of the Organization for Economic Cooperation and Development must coordinate their policies for faster growth; (2) the momentum toward freer trade must be sustained with reductions in tariffs and other barriers by countries at all levels of development; (3) the system of official development assistance should be revamped to concentrate available resources on the countries that need them most; (4) the outstanding debts of the poorest developing countries should be reduced or eliminated; and (5) basic education for all individuals and retraining for adults are essential preconditions for increasing/upgrading employment everywhere. (Appended are lists of 8 background papers and the 26 participants in the technical meeting.) (MN)

ED 399 470 CG 025 717

Amada, Gerald
Coping with the Disruptive College Student: A Practical Model. The Higher Education Administration Series.
PUB DATE- 94
NOTE- 110p.; Legal consultant, Michael Clay Smith.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Antisocial Behavior; *Behavior Problems; Classroom Environment; *College Environment; College Faculty; *College Students; *Coping; Discipline; Higher Education; Student

and relationships of children. Contains a Notes section, 96 references, and an index. (LSR)

ED 399 489 CG 027 266

Duhon-Haynes, Gwendolyn; And Others
Peace Education: Enhancing Caring Skills and Emotional Intelligence in Children.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; *Curriculum Development; Educational Environment; Elementary Education; Parent Child Relationship; Primary Education; Principals; *Prosocial Behavior; *Student Centered Curriculum; Teacher Student Relationship; Teaching Methods; Violence; Youth Problems
IDENTIFIERS- *Peace Education

Teacher education programs are rapidly changing to ensure that pre-service teachers are well prepared to successfully conquer the critical issues they will encounter in K-12 public schools. The major issue influencing teaching and learning is school violence and the lack of a sense of peace and caring in educational institutions. The educational system provides an excellent opportunity for adults and children to explore and practice mutuality and reciprocity of respect and caring. Peace education refers to a non-authoritarian educational process that is compatible with peace and avoids all structural violence. A model for implementing Peace Education in the kindergarten through third grade curriculum as an effort to teach caring skills in elementary school is presented. The model addresses concepts related to peace and caring such as: (1) The meaning of peace and caring; (2) Peace and caring enhancing healthy families; (3) Peace and caring as a tool for positive relationships; (4) Peace and caring as related to diversity issues; (5) Visions of a peaceful, caring society; and (6) Emotional intelligence as related to intelligence quotient. Strategies are provided for parents, teachers, and principals. (JBJ)

ED 399 490 CG 027 339

Tramonte, Michael R.
Culturally Diverse Beliefs Concerning Dying, Death, and Bereavement: A School Psychologist's Intervention Challenge.
PUB DATE- 14 Mar 96
NOTE- 17p.; Paper presented at the Annual Convention of the National Association of School Psychologists (28th, Atlanta, GA, March 14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beliefs; *Bereavement; Cross Cultural Studies; *Cultural Pluralism; *Death; Elementary Secondary Education; Grief; *Intervention; School Counseling; School Counselors; *School Psychologists

School psychologists need to employ a multicultural perspective

PUB DATE- Dec 95
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Evaluation Methods; Field Experience Programs; Higher Education; *Methods Courses; *Portfolio Assessment; *Portfolios (Background Materials); *Preservice Teacher Education; Student Attitudes; *Student Participation; Teacher Role
IDENTIFIERS- *Alternative Assessment

A methods course teacher, as part of a newly developed 12-hour integrated block that combines reading, social studies and science methods courses with clinical field experience, used student-negotiated assessment in one section and teacher-directed assignments and assessment in another section. In the portfolio section, the instructor could see the connections between what was taught and what students learned through the evidence in the portfolios. The other section ended with a traditional final exam. Many students struggled with the effort, and connections between what was taught and what students wrote sometimes were not obvious. In the portfolio section, the instructor began introducing portfolios to the students the first day of class. The second day of class they began to co-construct a framework for guiding the portfolio process. The students collectively decided how much to weigh the portfolio as a part of their overall final grade and were given the option of deciding individually how much a of a role the instructor had in evaluating the portfolio. Overall, the instructor and the students agreed on the general grade for the learning documented in the portfolio. While most students effectively documented the acquisition of new knowledge, fewer were effective at documenting how they applied that knowledge. The use of student-negotiated evaluation through the portfolio process provided the instructor opportunities to model effective strategies for alternative assessment. The portfolio helped students to see connections between the methods class and their clinical experience. (Contains 8 references.) (RS)

ED 399 510 CS 012 592

Bell, Emmy; And Others
Literacy in Nevada: Needs Assessment.
SPONS. AGENCY- Nevada State Library and Archives, Carson City.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Adult Literacy; Basic Skills; Non English Speaking; *Reading Achievement; *Workplace Literacy
IDENTIFIERS- *Literacy Assessment; National Adult Literacy Survey (NCES); *Nevada

Based on data from the National Adult Literacy Survey (NALS) and census data, this document presents a series of studies on literacy in Nevada. Estimates of the literacy levels of Nevada's adults were derived from NALS data and census data. Employers who had in-state addresses and who employed 10 or more workers in unskilled jobs were surveyed to describe relevant for literacy researchers. The empirical papers and position papers examined dealt with email's impact on human behavior, cognition, and affects and its characteristics facilitating or hampering human interactions. Materials reviewed were published between the mid-1980s and late 1995. Results of the literature review indicated that (1) in reducing the social cues and enriching functions of easy editing, storing, and manipulating, email lends itself to more user control and user responsibility; (2) email is capable of bringing traditionally peripheral persons into the instructional mainstream; (3) due to its reduced sense of social presence, email communication exhibits some sense of anonymity and depersonalization; (4) email is direct, straight forward and more self-centered; (5) email offers users chances to develop positive attitudes but can also touch off some undesirable behaviors; and (6) anecdotal reports suggest that email might have effects on social behaviors such as collaboration and motivation. Further research should investigate cognitive implications of email-related literacy activities, social effects such as increased collaboration, affective anecdotes concerning motivation, and email's effects on different age groups and different language proficiency groups. (Contains 88 references.) (RS)

ED 399 531 CS 012 616

Nuttall, Christine
Teaching Reading Skills in a Foreign Language. New Edition.
PUB DATE- 96
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *English (Second Language); Higher Education; Lesson Plans; Reading Achievement; *Reading Instruction; Reading Material Selection; *Reading Processes; *Reading Skills; *Second Language Learning; Student Evaluation; Theory Practice Relationship
IDENTIFIERS- Reading Uses; *Text Factors; *Text Processing (Reading)

This book is divided into three parts. It begins with fundamental principles about reading, texts, and teaching which underlie the way the book approaches its subject; the second part looks more closely at some of the theoretical issues and how they affect reading teaching. The third focuses on the importance of exensive reading, the choice of materials, and the way courses and lessons are planned, taught, and assessed. The book examines the skills required to read effectively; focuses on getting the message from the text; suggests classroom strategies for developing reading skills; and looks at both linguistic and non-linguistic features of texts. Chapters in the book are (1) What Is Reading?; (2) Text and Discourse; (3) Approaching Reading in the Foreign Language Classroom; (4) Efficient Reading; (5) Word Attack Skills; (6) Reading for Plain Sense; (7) Understanding Discourse; (8) An Extensive Reading Programme; (9) Planning Reading Lessons; (10) Selecting Texts; (11) Questioning; (12) Other Kinds of Reading Task; (13) The Testing of Reading (by J. Charles Alderson); and (14) The Teacher as Reader. Appendixes present texts, extracts from reading courses, lesson plans, and useful addresses, a key to activities, and a 273-item select bibliography. (RS) because of their historical exclusion from and marginal status within academic institutions" (G. Kirsch, 1993). Feminists often describe expressive writing as "personal" or "private" and academic writing as "public" at the same time they resist the dichotomy this description implies. An instructor conducted a series of freshman composition classes in which combining the methodology of composition studies and feminist theory was attempted. As students wrote, she looked at their responses to assignments and noted that some made the transition from personal to public more easily than others. A writing assignment can help students merge the personal and the academic by implementing exploratory in-class writing, research, peer collaboration, teacher-student conferencing, and revision. Students first write in class about their college experience, then read an article about the freshman year, discuss the article in class, and incorporate the material in their essays or look for additional material in the library. Essays are revised in successive drafts, going through peer collaboration, an individual conference with the teacher, and a final revision for a grade. (CR)

ED 399 550 CS 215 476

Dunbar-Odom, Donna
And They Wrote Happily Ever After: The Nature of Basic Writing as Portrayed in Textbooks.
PUB DATE- Sep 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142),Historical Materials (060)
DESCRIPTORS- *Audience Awareness; *Basic Writing; Educational History; Higher Education; Instructional Effectiveness; *Literacy; Student Empowerment; Teaching Methods; *Textbook Content; *Textbook Evaluation; Textbook Research; Writing Skills
IDENTIFIERS- Basic Writers

Rereading the history of basic writing can serve as a context for and a springboard to a reading of selected contemporary basic writing textbooks. For critical scrutiny, articles by Joseph Harris and David Bartholomae offer retellings of the history of basic writing, retellings that challenge the more "heroic" tellings that have become part of the basic writing teaching experience. Because little training on either practical or theoretical levels exists for college teachers of basic writing, many teachers turn to textbooks for guidance and method. The textbook becomes the authority, and how success and progress occur is reflected in the textbook. Accordingly, six textbooks with diverse approaches were selected for examination. The textbooks define their audience ("fear of error" is the most common characteristic) and describe success on the local level of the student's experience with the textbooks themselves. For some textbooks, successful students will find pleasure in becoming a writer, for others success is writing skill, and still others equate success with empowerment. In fact, success for basic writing students in these textbooks may be perceived in terms of skills versus empowerment. In the future, basic writing courses and textbooks need to be designed and written so that they produce a narrative of the intellectually, developmentally, cognitively, and emotionally capable and, most importantly, literate adult. (Contains 11 references.) (CR)

ED 399 551 CS 215 480

IDENTIFIERS- University of Alaska Anchorage

Self-empowerment techniques are personal growth activities that are used over time to create a sense of self-worth, personal accountability, and power in an individual. Generally, the goal of these techniques is to recognize, accept, and act upon individual hidden reserves of talent, ability, and courage. The techniques are learned experientially (through direct experience) and are best presented in combination or groups of activities. The climate in the self-empowerment classroom is warm, friendly, active and supportive. The students tend to see themselves as family, helping each other work on confidence and personal growth. In a pilot study, two primary beliefs led to the introduction of self-empowerment techniques in seven college classes: (1) that students value speech education that uses self-empowerment techniques; and (2) that students' confidence and competence improves as their self-concept improves. Subjects were 180 students at the University of Alaska in Anchorage. During the public speaking phase, peer, teacher, and self-evaluations were performed. Three formal tests were also administered, including ongoing honesty statements in which students state frankly how they feel about their state of mind and their work. The day-to-day format includes a mixture of extemporaneous and impromptu speeches, notes, lectures, experiential individual and group activities, discussions and PIG pages (Purpose, Intended Results and Groundrules for the class). Student and administrative evaluations of the pilot project were positive. (Contains 21 references.) (TB)

ED 399 572 CS 509 308

Lawrence, Jennifer A.
Learning by Doing. The Student's Perspective: Reflections of a Student Facilitator.
PUB DATE- 19 Nov 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Electronic Mail; Higher Education; Interdisciplinary Approach; Management Information Systems; Mass Media; *Online Systems; *Peer Relationship; Speech Communication; *Teacher Student Relationship; Team Teaching; Undergraduate Students
IDENTIFIERS- Capstone Courses; Facilitators; *Multimedia Technology; *Technology Integration

A course entitled "Communicating through Multimedia" was designed as a capstone experience for upperclassmen. It was a team-taught interdisciplinary course in the application of multimedia technology. Students in the course came from three disciplines--speech communication, mass communication, and management information systems. The students were ultimately (as a final project) asked to develop a multimedia application for a client. In practice, the goals set for the course were difficult to achieve. Student evaluations were critical. Attendance was poor; lectures were considered "filler"; and the class as a group did not work together well on the final project. A small group of students, who came to the class with computer skills and a knowledge of multimedia, spent large amounts of time in the lab finishing the project. In retrospect, it is ironic that in a course in new media

Assessment; Occupational Surveys; Personnel Evaluation; Small Group Instruction; Teaching Methods
IDENTIFIERS- *Effective Listening; *Small Group Communication

A study examined communication skills essential for small work groups and whether the quality of small group teaching and research is in decline. The study reviewed small group research done previously by others and the problem of existing pedagogy and research in small group communication which does not provide practical solutions to real life problems. The study instrument was based on an analysis of in-depth interviews with six managers representing five major corporations and a national government agency, all based in a large midwestern city. Thirteen specific communication skills were identified as vital for employee success in the workplace. A small group was defined as being from 3-20 members. Results from the 38 (76%) completed survey forms returned by recipients, the personnel directors of each of the top 50 employers, revealed that the reliability of the survey was acceptably high. Respondents agreed most strongly with the statement that effective listening was important, and least strongly with the importance of the ability to make effective information presentations. Other important communication skills listed by 14 respondents were interpersonal communication climate and demonstration of leadership in keeping the group task oriented; 27 responses agreed on the importance of effective small group communication. Findings suggest that for small group research to be applicable to groups that operate in the real world, it must be conducted in contexts that at least approximate real life. (One table of data, 24 references, and the survey form are appended.) (CR)

ED 399 593 CS 509 339

Keyton, Joann; Dodson, Nancy L.
Exploratory Study of Children's Task Groups: Instructional Implications.
PUB DATE- Mar 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Communication Research; Communication Skills; *Cooperative Learning; Elementary School Students; Group Activities; *Group Dynamics; *Instructional Effectiveness; Intermediate Grades; Pilot Projects; Small Group Instruction
IDENTIFIERS- Small Group Communication

Despite the increasing popularity of cooperative learning techniques in elementary instruction, many educators believe that children do not possess effective group interaction skills and advocate that children be taught the group communication skills necessary for group interaction as a separate instructional component. Unfortunately, communication researchers have provided little leadership in this area. A pilot study examined the impact of two instructional modes on children's ability to use effective group interaction skills. All children in a fourth-fifth grade classroom participated in one of six groups that were exposed to three different experimental conditions (lecture and video about group communication processes, lecture only, or no instruction). The task for each group was to pick a period of history, plan a

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; *Catholic Schools; Elementary Secondary Education; Excellence in Education; Institutional Mission; Leadership; *Leadership Responsibility; Moral Values; *Principals; Private Education; Professional Development

The decline in the number of Catholic sisters, brothers, and priests serving as teachers and administrators in Catholic schools has been accompanied by an increase in the number of men and women educators from the laity. This handbook presents guidelines for preparing the laity to teach and administer effectively in Catholic schools. Specifically, it seeks to prepare them to communicate the nature and purpose of Catholic education and to lead others to reflect on the fundamental purposes that guide the Catholic educational apostolate. It lays out the values and beliefs that give Catholic schools their culture and identity and describes practical ways for Catholic educators to create unique cultures and identities in their institutions. Following the overview and foreword, chapter 1 describes indicators of excellence and stresses the need for administrators who are mindful of their vocation and who practice reflective inquiry. The next two chapters distinguish between competence and excellence, in particular, the forces of Catholic excellence. Chapter 4 provides a scriptural perspective for the principalship, including theological perspectives from the Pre- and Post-Vatican II Church. Daily efforts to be mindful of the Catholic administrator's vocation and school's purpose are discussed in the fifth chapter. The final chapter offers reflections to stimulate Catholic educators to become more mindful about why they do what they do. Three figures are included. (Contains 74 references.) (LMI)

ED 399 614 EA 027 847

Chineworth, Mary Alice, Ed.
'Rise 'n' Shine: Catholic Education and the African-American Community.
PUB DATE- 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; *Catholic Schools; Cultural Pluralism; Curriculum Development; *Educational History; Elementary Secondary Education; Leadership; *Religious Education; *Social History
IDENTIFIERS- *African Americans

African-Americans have been present in Catholic schools since their beginnings in the United States. The six essays in this book examine Catholic education from the perspective of the African-American Catholic. The essays underscore the continued challenge for continuing Catholic schools in the African-American community. They include: (1) an overview of African-American Catholic culture and history, by Dr. Giles A. Conwill; (2) suggestions for transforming the curriculum for inclusion, by Sr. Eva Regina Martin, SSF; (3) a philosophy of black religious pedagogy, by Dr. Joseph A. Brown, SJ; (4) an

PUB DATE- Jun 96
NOTE- 9p.; Tables contain very small print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- ast of 1996 real GDP growth was
below the comparable Blue Chip consensus of 2
DESCRIPTORS- *Economically Disadvantaged; Family Financial Resources; *Finance Reform; Financial Policy; Income; *Poverty; *State Action; Tax Credits; *Tax Effort; Taxes

This brief summarizes some of the highlights of the book "State Tax Relief for the Poor," by David S. Liebschutz and Steven D. Gold. It examines the policies that states can adopt to provide tax relief for the poor. Although poor families are generally exempt from the federal income tax, they still pay a large amount of taxes to state and local governments. The book explains the major differences among the various policy options for relieving the taxes of poor persons. It also describes nine desirable features of tax-relief provisions, five major alternatives for relieving income taxes of low-income households, changes in tax relief for the poor since 1987, and eight guidelines for tax relief. Findings indicate that nearly all states have some form of tax relief aimed specifically at low-income residents. Property-tax relief is a common form of tax relief, though most programs have not changed since the mid-1980s. Six states added earned income tax credits (EITC) between 1987 and 1996. Most states have not changed their major tax provisions sufficiently to compensate for inflation since 1987. Two tables are included. (LMI)

ED 399 634 EA 027 879

Bosetti, Lynn
Charter Schools in Alberta.
PUB DATE- 3 Nov 95
NOTE- 27p.; Paper presented at a Conference on Charting a New Course for Public Schools (Richmond, British Columbia, Canada, November 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Educational Innovation; Elementary Secondary Education; Foreign Countries; Gifted; *Nontraditional Education; Public Schools; *Role of Education; *School Choice; *School Organization; Special Needs Students; State Action; State Regulation
IDENTIFIERS- *Alberta

At the heart of the controversy over public education in a democratic system is the tension between majority rules and minority rights, and public and individual interests. This contextual framework sets the stage for the emergence of charter schools in Alberta, Canada. This paper describes the establishment and characteristics of the first charter schools in Alberta, issues and concerns about charter schools in the province, the components of their charters, and problems and obstacles that each of the three schools has faced. A 1993 report released by Alberta Education cites the absence of competition as the primary reason "for the failure of public schools to provide the level of excellence in education necessary for success in an increasingly competitive society." The three schools include: (1) a school for street youth--Boyle Street Co-op Education Centre, Edmonton, Canada; (2) Education for the Gifted (EFG) Charter School, Elk Island School

Chapter 7 describes the historical albatross under which teachers have labored since the father of the public schools, Horace Mann, initiated the patriarchal tradition of expecting single, virtuous women to staff the classrooms of the United States for little remuneration. The eighth chapter focuses on the increasing role of the federal government in providing "emergency" financial aid to the schools, especially the role of the Works Progress Administration. Chapter 9 reveals how the aborted New Deal economy caused school districts to undergo financial retrenchment. It also reviews parental concerns over curricula changes and describes black education during the 1930s. The final chapter describes a New York City school war that took place between school officials and politicians in 1939. Photographs, endnotes, and an index are included. The appendix contains statistical tables. (Contains 103 references.) (LMI)

ED 399 654 EA 027 904

Burtless, Gary, Ed.
Does Money Matter? The Effect of School Resources on Student Achievement and Adult Success.
PUB DATE- 96
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cost Effectiveness; Educational Assessment; *Educational Economics; Educational Finance; Educational Resources; Elementary Secondary Education; *Expenditures; Income; *Outcomes of Education; Public Schools; *School Effectiveness

Even when studying the same measures of school performance, some educational researchers conclude that greater spending is useful in promoting student progress; others find little evidence that extra spending produces meaningful improvement in student performance. The studies in this book focus on two measures of educational effectiveness. Half examine the effect of school spending on the academic achievement of youngsters while they are in school. The other half assess the impact of school resources on students' earnings after their formal schooling has ended. About half of the papers find no persuasive evidence that increased spending produces consistent gains, either in student achievement or in adult earnings. Two sets of authors conclude that added spending improves student outcomes. The last two groups of authors argue that variations in the level of school spending are less important than effective organization of school resources in determining whether spending differences have important consequences for student outcomes. Chapters include the following: (1) "Introduction and Summary" (Gary Burtless); (2) "School Resources and Student Performance" (Eric A. Hanushek); (3) "Have Times Changed? The Relation between School Resources and Student Performance" (Larry V. Hedges and Rob Greenwald); (4) "Evidence from Fifteen Schools in Austin, Texas" (Richard J. Murnane and Frank Levy); (5) "Labor Market Effects of School Quality: Theory and Evidence" (David Card and Alan B. Krueger); (6) "Is There a Link between School Inputs and Earnings? Fresh Scrutiny of an Old Literature" (Julian R. Betts); and (7) "Does Measured School Quality Really Matter? An Examination of the Earnings-Quality Relationship" (James Heckman, Anne Layne-Farrar, and Petra Todd). Sixty-five tables, 20 figures, and an index are included. References accompany each chapter. (LMI)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collegiality; Curriculum Development; Educational Technology; Elementary Secondary Education; Higher Education; Instructional Improvement; *Interprofessional Relationship; *Professional Autonomy; *Staff Development; Standards; Supervision; *Supervisory Methods; Teacher Evaluation; Teacher Rights; *Teacher Supervision

Educational supervision has historically sought to improve the quality of teaching. This book is a text for undergraduate and graduate students who are engaged in the study of issues in educational supervision; it is a compendium of informed commentaries on current issues written by prominent scholars in the field. The first part (12 chapters) presents contrasting viewpoints on critical issues in the field of educational supervision. Each topic is preceded by a brief summary of its essential argument and by a series of guiding questions. The chapter closes with a series of review questions and a series of questions for further research. The argument in favor is presented first, followed by the dissenting argument. Chapters and their corresponding issues include: (1) "Should Supervision Be Abolished?" (Robert J. Starratt, Robert J. Alfonso); (2) "Can We Put Back the S in ASCD Association for Supervision and Curriculum Development ?" (Jean McClain Smith and Barbara S. Thomson, Robert J. Krajewski); (3) "Do Teachers Benefit from Supervision?" (Lee Goldsberry, Duncan Waite); (4) "Is the Estrangement Between Curriculum and Supervision Reconcilable?" (O. L. Davis, Peter P. Grimmett); (5) "Can a Supervisor Be a Coach?" (Thomas L. McGreal, James F. Nolan); (6) "Has the Field of Supervision Evolved to a Point That It Should Be Called Something Else?" (Stephen P. Gordon, Jeffrey Glanz); (7) "Is a Collegial Relationship Possible Between Supervisors and Teachers?" (Barbara Nelson Pavan, Ben M. Harris); (8) "Is Staff Development Supervision?" (Cheryl Granade Sullivan, Gary A. Griffin); (9) "Should There Be National Standards in the Preparation of Supervisors?" (Gerald R. Firth, Helen M. Hazi); (10) "Should Educational Supervision Be Influenced by Business Management Practices?" (Francis M. Duffy, Edward Pajak); (11) "Is Clinical Supervision a Viable Model for Use in the Public Schools?" (Robert H. Anderson, Noreen B. Garman); and (12) "Will Technology Replace the Role of the Supervisor?" (Saundra J. Tracy, Joyce E. Killian). Part 2 focuses on five statements of "perspective," that illuminate the larger context within which supervisory issues are expressed. Perspectives include: (1) "How Can We Move Toward a Community Theory of Supervision? Wrong Theory/Wrong Practice?" (Thomas J. Sergiovanni); (2) "Is Supervision More Than the Surveillance of Instruction?" (John Smyth); (3) "What Is the New Supervisory Role in an Age of Complexity?" (Karolyn J. Snyder); (4) "How Does the Law Affect Educational Supervision?" (Nicholas Celso, III); and (5) "Why Is Advocacy for Diversity in Appointing Supervisory Leaders a Moral Imperative?" (Carl D. Glickman and Ronald L. Mells). References accompany each chapter; an index is included. (LMI)

ED 399 673 EA 027 968

Irmsher, Karen
Block Scheduling in High Schools.
PUB DATE- Jul 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information

Ohio

This monograph contains three structured interview guides for interviewing principals, parents, and community leaders regarding gifted education as part of the needs assessment process under the Javits Grant Program. Many of the interview questions are multiple choice and all questions also solicit comments. The first interview is for building principals and asks questions on the number of gifted students by grade level and race; existing gifted education programs; who makes referrals; identification of gifted students; parental notification; parental involvement; community resources; student placement; timing of screening; program monitoring; individualization of instruction; support staff; professional preparation; knowledge of Ohio's definition of giftedness; ability to use portfolio assessment; ability to identify gifted children, underachievers, and disadvantaged children; public awareness; and obstacles that prevent parental participation. The parent interview includes questions addressing: identification of parent as gifted; child identification; activities in which the child has participated; characteristics of the child; parental interventions; and effectiveness of school programs. The third interview is to be used for community leaders and includes questions on: availability of information on gifted programs; community's response to gifted programs; parent involvement in the school; effectiveness of school programs; use of community resources; and parent training. (CR)

ED 399 690 EC 305 021

Windows of Opportunity: Laying the Foundation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 96
NOTE- 24p.; For related documents, see EC 305 022-023.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Advisory Committees; Delivery Systems; *Economically Disadvantaged; *Gifted; Needs Assessment; Primary Education; *Program Development; Site Selection; *Talent; Talent Identification; Teamwork
IDENTIFIERS- *Jacob K Javits Gifted Talented Stdnt Educ Act 1988; *Ohio

This is the first publication in a series of three reports that summarize the results of Ohio's Javits Project, a 3-year federally sponsored program to improve the identification of and services to young economically disadvantaged gifted children in 25 Ohio schools. The report focuses on the project's first year's activities. It describes the advisory committee formation, purpose, functions, and membership, which includes parents, teachers, university personnel, professional association leaders, state department personnel, and community groups. The site selection process is reviewed. Building teams, consisting of the principal, gifted coordinator, gifted teacher and two regular classroom teachers, and a parent, are described, as are the community awareness meetings held at each school. The needs assessment process, involving structured interviews with 42 parents, 25 principals, 21 teachers, and 28 community leaders, is reviewed. Among best practices suggested for similar projects are the importance of being inclusive in creating advisory committees and building teams and allowing for flexibility in project design. Appendices includes an Ohio Javits Grant abstract, a list of participating buildings and is found to be unrelated to his/her disability. (CR)

ED 399 708 EC 305 039

Freagon, Sharon, Comp.; And Others
An Illinois Directory of General and Special Educators, School Board Members, Individuals with Disabilities, Parents and Others Who Are Willing To Share Their Expertise and Experiences with Inclusive or Supported Education. Updated Version.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Jan 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; *Educational Experience; Elementary Secondary Education; *Human Resources; *Inclusive Schools; Lawyers; Mainstreaming; Parents; Regular and Special Education Relationship; Special Education Teachers; Student Experience; Teachers
IDENTIFIERS- *Illinois

This resource guide lists over 170 people in Illinois who are willing to share their expertise or experience concerning the inclusion of children with disabilities in the regular education classroom. Among individuals listed are general and special education teachers, school board members, individuals with disabilities, parents of children with disabilities, and attorneys in special education law. Individuals in the directory were nominated by different sources and completed a profile form. An alphabetical section provides personal histories including each person's name, address, telephone number, and a brief description. The listing also includes information about what type of support the person is willing to give (i.e., telephone contacts, public speaking). A chart that lists the individuals by position is provided, indicating where the person lives and whether the person is willing to do speaking engagements. Blank forms for people wishing to be included in later editions are also provided. (CR)

ED 399 709 EC 305 040

Keenan, Trisha; And Others
Washington's Infant Toddler Early Intervention Program Study: Enrollment of Washington Children with Disabilities and Special Health Care Needs in Washington State Public Programs on December 1, 1995.
PUB DATE- Jun 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Delivery Systems; Demography; *Disabilities; *Early Intervention; *Enrollment Rate; Enrollment Trends; Family Income; *Incidence; *Individual Characteristics; Infants; Minority Groups; Population Distribution; Population Trends; Prenatal Care; Racial Composition; Racial Differences; *Special Health Problems; State Programs; Substance Abuse; Toddlers
IDENTIFIERS- Medicaid; National Health Interview Survey; *Washington

This document presents tables, graphs, and narrative text providing information on the number and characteristics of

Commission investigations of psychiatric centers and recommendations on the governance of restraint and seclusion practices in psychiatric facilities. The second section describes the Commission's investigations into program inefficiency and the outcomes of these investigations. The third section provides information on the number of cases the Commission reviewed and the outcomes of selected cases. The fourth section describes actions the Commission took to ensure quality services to children with mental disorders. Commission investigations into facilitated communication are also reviewed as are the Commission's activities in early intervention programs. The fifth section discusses the Commission's administration of protection and advocacy programs. The final section describes planned activities. The appendices include a list of 1994-95 publications and a list of regional offices. (CR)

ED 399 726 EC 305 057

Drezek, Wendy
Move, Touch, Do!
PUB DATE- 95
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Curriculum Guides; Early Childhood Education; *Early Intervention; Educational Media; Educational Strategies; Experiential Learning; Infants; Language Acquisition; Learning Activities; Lesson Plans; Media Adaptation; *Self Care Skills; *Teaching Models; Thematic Approach; Toddlers; *Units of Study; *Visual Impairments

This curriculum guide provides units for use in teaching children (ages 6 months through kindergarten) with visual impairments. The emphasis throughout is on experiential learning, development of independence, and language development. The first section includes five chapters which discuss the development of children with different visual abilities, common educational models, a suggested daily routine and classroom structure, adaptation of curriculum materials for children with other disabilities, and integration of related and special services such as augmentative communication, Braille reading, and orientation and mobility skills. The following section presents 44 instructional units. These units are organized to correspond to the most common progression of preschool and kindergarten themes; most include patterns for craft projects and a sample communication symbol page. Typically provided for each unit is information on its purpose, emphasis on vocabulary/skills/concepts, a schedule of activities, reteaching activities, extension activities, parent activities, and ways to integrate the unit across the curriculum. The 44 units are grouped into the following themes: (1) Getting Started; (2) Halloween; (3) Thanksgiving; (4) Winter; (5) Food; (6) Shapes; (7) Springtime; (8) Household; (9) Creative Play; (10) Concepts; and (11) Community. Appendices include suggestions for behavior management, orientation and mobility, and music activities. An accompanying computer disk, not available from EDRS, offers letters to parents, helpful forms, and checklists. (Contains 82 recommended readings.) (CR)

ED 399 727 EC 305 058

What Every Special Educator Must Know: The International

Prasse); (3) "Conducting a Functional Analysis of Behavior" (Melissa T. Schill and others); (4) "The Interview Process" (Stephanie H. McConaughy); (5) "Interpreting Child-Behavior Questionnaires" (Michael J. Breen and others); (6) "Parent-, Teacher-, and Youth-Completed Child-Behavior Questionnaires" (Michael J. Breen); (7) "Youth-Completed and Narrow-Band Child-Behavior Questionnaires" (Tanya L. Eckert and George J. DuPaul); (8) "Internalizing Disorders: Mood and Anxiety Disorders" (Gwenyth Edwards and Martha Starr); (9) "Attention Deficit Hyperactivity Disorder: Diagnostic, Developmental, and Conceptual Issues" (Ross W. Greene and Russell A. Barkley); (10) "Assessing the Culturally and Linguistically Different Child with Emotional and Behavioral Problems" (Ena Vazquez Nuttall and others); (11) "Assessment of Social-Emotional Development in Young Children" (Libby G. Cohen and Loraine J. Spenciner); (12) "Parent Advocacy: Making the Assessment and Intervention Process User-Friendly" (Michele Plunge and others); and (13) "Integrating Interviews, Observations, Questionnaires, and Test Data: Relationships among Assessment, Placement, and Intervention" (Thomas J. Huberty). (Individual chapters contain references.) (DB)

ED 399 744   EC 305 083

Long, Nicholas J.; Morse, William C.
Conflict in the Classroom: The Education of At-Risk and Troubled Students. Fifth Edition.
PUB DATE- 96
NOTE- 576p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Behavior Change; Behavior Disorders; Behavior Patterns; Crisis Intervention; *Educational Therapy; Educational Trends; Elementary Secondary Education; *Emotional Disturbances; Family Needs; Family School Relationship; Group Dynamics; Helping Relationship; High Risk Students; *Humanistic Education; Inclusive Schools; *Intervention; Parent Student Relationship; Prosocial Behavior; *Psychoeducational Methods; Severity (of Disability); Student Behavior; Student Evaluation; Student Responsibility; Teacher Student Relationship

This collection of over 60 readings on the education of students with emotional disturbances is organized into nine chapters. In each chapter, the articles are bound together by the humanistic ties of psychoeducation, which involves a concern for both the inner life and the external behavior. The book aims to make school time effective enough to empower troubled and high-risk students to manage their lives more successfully. It focuses on education's response to four trends: (1) increasing numbers of disturbed students; (2) greater severity of their disturbances; (3) inclusion of all students in the mainstream; and (4) the importance of family preservation. The first chapter contains selections from literature that describe how it feels to be a student with severe emotional problems. Chapter 2 examines the nature of the helping process, with readings on such topics as the therapeutic milieu, the curriculum of control, and inclusion. Chapter 3 considers strategies for understanding students and their families and what educators bring to the interaction. Strategies and skills for promoting positive group behaviors and harnessing the power of group forces in the classroom are discussed in the selections of Chapter 4. Chapter 5 offers generic strategies for promoting responsible student behavior based on the conflict cycle of Nicholas Long. Chapter 6 presents intervention strategies for dealing with common

Provo City School District UT; Twin Falls School District 411 ID

Foreign Language Exploratory or Foreign Language Experience (FLEX) programs offer one approach to initiating foreign language instruction for children. One survey reported that 41 percent of United States elementary schools offering language instruction had FLEX programs. Statistics on FLEX programs in middle schools are unavailable. Most FLEX programs aim simply to give students a foundation for foreign language study, and may help students decide which language to study later and boost school system language enrollment. Cultural awareness is often included. Programs offer frequent, regular classes in a short period or short, less regular classes over a longer period, and are usually not part of a sequence. Courses may be taught by itinerant language teachers or regular classroom teachers. Four broad FLEX program types include general language courses teaching basic linguistic concepts, language potpourri or world language study courses sampling different languages, single language offerings with limited introductory exposure, and a combination of general and language potpourri offerings. Four program models include those of the Provo City (Utah) School District, Twin Falls (Idaho) School District 411, Prince George's County School District (Maryland), and Lovett School (Atlanta, Georgia). Information sources and a list of additional resources are provided. Contains six references and eight resources. (MSE)

ED 399 762 FL 023 841

Nakagawa, Akira
English Loanwords in the 1990's in Japan.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *English; Foreign Countries; Higher Education; *Japanese; *Language Patterns; *Language Role; Language Usage; *Linguistic Borrowing; Sociolinguistics
IDENTIFIERS- *Japan; *Neologism

A sociolinguistic analysis of English loan words in use in the 1990s in the discourse of young Japanese people is presented. The study drew data from a 1993 survey of undergraduate students at two Osaka (Japan) higher education institutions, one for men and one for women, which asked what loanwords students used and heard often. The report first discusses the formation and phonetic and semantic aspects of the loan words, then analyzes the survey's results. Findings show that the most common loan words students used were nouns, with only a few verbs and adjectives found. Categories and distribution of loan words differed by institution, therefore by gender group. Many coined words are constructed with English. Loan words are generally adopted even when there is a Japanese equivalent, apparently when there is a need to distinguish between the functions of the English and Japanese words. Many of the adjectives used by males were coined words. Students reported hearing fewer loan words than they reported using, and the largest category that they heard referred to social phenomena. Not many of the loan words commonly found in commercial films, magazines, and books appeared in students' usage. Possible reasons for adoption of loan words are considered briefly. Contains 19 references. (MSE)

ED 399 763 FL 023 920

explain changes this way, but the most widely accepted extralinguistic explanation is the substratum theory. Other linguists, notably the Prague group, looked to the linguistic system itself for causes of sound change. Skepticism at ever finding explanations was expressed by generative grammarians. A landmark in this discussion came when R. Lass (1980) suggested that to explain change was to predict it, which is impossible. Subsequently, an approach that looks at both internal and external factors has gained favor. Four uses of the term "explanation" exist: a general historical one; an approach suggesting the universal nature of sound change; explanation having predictive power; and, most commonly, explanation of specific changes. The fact that language is subject to variation does not explain sound change, but does point to its possible origin. Variants may be idiosyncratic and not spread, or may find their way into the linguistic system. Language-specific explanations entail other issues. Explanations of sound change can be given as long as it is realized that they merely connect phenomena to their effects. Contains 57 references. (MSE)

ED 399 784   FL 024 109

Tagliamonte, Sali
Has It Ever Been "Perfect"? Uncovering the Grammar of Early Black English.
PUB DATE- Mar 96
NOTE- 48p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Black Dialects; Contrastive Linguistics; Diachronic Linguistics; English; Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; Semantics; Standard Spoken Usage; *Tenses (Grammar); *Verbs
IDENTIFIERS- African Americans; *Perfect Verb Forms

An analysis of perfect verb forms in African American Vernacular English (AAVE) looks at the distribution of forms by semantic function and co-occurrence patterns in Samana English and ex-slave recordings. Results suggest that despite the overall rarity of this category in the general realm of past time, the most frequent forms used to mark it ("have" past participle and bare past participles) are not at all marginal in contexts "licensed" for the present perfect in standard English. Co-occurrence patterns with temporal distance, adverbs, and conjunctions also mirror those of the present perfect in standard English, while differing from those proposed for creoles. This suggests that the form "have" actually functions as a productive marker of perfect in these data. Bare past participles, with the exception of "seen" and "done," are probably the result of "have" deletion since their occurrence is highly restricted to the same perfect context. It is argued that the origins of these perfect forms and their functions must be traced to the original source in Britain, not to the influence of creoles. (MSE)

ED 399 785   FL 024 110

Temple, Rosalind A. M.
Voice Source Characteristics of Male and Female Speakers of French.
PUB DATE- Mar 96
NOTE- 46p.; For complete volume, see FL 024 097.

(051),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *English; *Error Patterns; Foreign Countries; *German; *Interference (Language); *Language Patterns; Language Usage; Second Language Instruction; Second Language Learning; *Second Languages; Translation
IDENTIFIERS- *Cognates

The second guide to "false friends," or false cognates, in German and English lists and discusses more difficult terms than the first guide. An introductory section defines false friends and discusses different types, and provides a set of symbols for distinguishing them. The first major section lists, alphabetically in German, and contains notes on "difficult" false friends. Four quizzes and their answer sheets are distributed throughout this section. The second section lists particularly difficult false cognates, including "terrible twins," "tricky over-/under-compounds," "confusibles," and pseudo- Anglicisms. A quiz and answer sheet accompany each group. Two final tests with answer sheets complete the text. Appended materials include German-to-English cognate lists, categorized by difficulty level and type, a list of references, and both English and German indexes. The explanatory text is entirely in German, with some notes, sample expressions, and sentences in English. (MSE)

ED 399 806 FL 024 133

German as a Second Language: Annotated Bibliography of Learning Resources, Grades 1-12.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; Elementary Secondary Education; Foreign Countries; *German; *Instructional Materials; Media Selection; *Reference Materials; Second Language Instruction; *Second Languages; *Textbooks
IDENTIFIERS- Alberta

The annotated bibliography of print and non-print materials for students and teachers of German includes standard student texts, audiovisual materials, student and teacher references, and other media. It is intended to guide teachers in the selection of student and instructional materials for the teaching and learning of German at the elementary and secondary levels. The materials listed here reflect the diversity of life in Germany since its reunification in 1989. All can be used in existing Alberta German second language programs, and were selected with attention to student age and learning level, promotion of positive attitudes toward German language and culture, different learning styles, aspects of German community life, development of all language skills, appealing format, price, durability, and availability. Citations list basic bibliographic information, with translation of titles and providing information concerning cost, components available, and cultural context. A list of publishers, with addresses and contact persons, is appended. (MSE)

ED 399 807 FL 024 134

Bouton, Lawrence F., Ed.
Pragmatics and Language Learning. Monograph Series Volume 6.
PUB DATE- 95
NOTE- 174p.; For individual papers, see FL 024 135-143.

on Technical and Vocational Education (UNEVOC) held its second session in Paris in December 1994. Nine advisory committee members and observers from the United Nations' specialized, intergovernmental, and nongovernmental organizations reviewed the major UNEVOC project activities undertaken in 1994 and discussed possible activities for 1995. Special attention was paid to the following: meetings/consultations/workshops held in 1993-1994; publications issued in 1993-1994; and activities focusing on establishing/improving technical cooperation promoting UNEVOC activities. In view of the project's limited financial resources, it was decided to confine activities to three main areas: fostering international exchange of experiences, strengthening national research and development capabilities, and facilitating access to databases/documentation. It was also agreed that the established network of UNEVOC centers and associate centers should be expanded and improved (to date, 90 countries have nominated more than 100 institutions for inclusion in the networks) and that the centers should become more action oriented and more involved in national and subregional training activities and seminars rather than restricting their activities solely to exchange of information. (Appended are the meeting agenda and a list of participants' names/addresses. Both French and English versions of the report are included.) (MN)

ED 399 359   CE 072 394

International Project on Technical and Vocational Education (UNEVOC). International Advisory Committee (Third Session, Paris, France, October 2-4, 1995). Final Report = Projet International pour l'Enseignement Technique et Professionnel (UNEVOC). Comite Consultatif International (Troisieme Session, Paris, France, 2-4 octobre 1995). Rapport Final.
PUB DATE- 3 Oct 95
NOTE- 60p.; For first and second session reports, see CE 072 392-394.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Advisory Committees; Case Studies; Conferences; Curriculum Development; Developed Nations; Developing Nations; Educational Cooperation; Educational Improvement; Educational Objectives; Educational Planning; *Educational Policy; Educational Research; *Education Work Relationship; Foreign Countries; Information Dissemination; Information Networks; *International Educational Exchange; Program Development; Program Implementation; Role of Education; School Business Relationship; Secondary Education; *Vocational Education; Womens Education

The international advisory committee of the International Project on Technical and Vocational Education (UNEVOC) held its third session in Paris in October 1995. Advisory committee members and observers from the United Nations' specialized, intergovernmental, and nongovernmental organizations reviewed the major UNEVOC project activities undertaken in the following areas since the second advisory committee meeting (held in December 1994): fostering international exchange of experiences, strengthening national research and development capabilities, and facilitating access to databases/documentation. Special attention was given to the following: case studies on the role of technical/vocational

ED 399 375 CE 072 423

National Profiles in Technical and Vocational Education in Asia and the Pacific: Malaysia.
PUB DATE- 95
NOTE- 42p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Malaysia

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in Malaysia. The four parts of the document provide general information about the following: the country; the history, philosophy, and structure of the educational system; vocational technical and polytechnic education, and issues and human resource development. Appendixes cover economic development and human resource requirement data information. Some of the highlights are as follows: (1) Malaysia is one of the fastest growing and rapidly expanding economies in the world; (2) unemployment and poverty have been reduced in the country; (3) since independence in 1957, the educational system has grown rapidly and the increasing use of educational technology has enhanced the quality of education; (4) the educational system is set up as 6 years primary, 3 years lower secondary. 2 years upper secondary, and 2 years postsecondary levels; (5) there are 7 universities, 2 colleges, and 7 polytechnics in the country; (6) most education is financed and administered by the federal government, although private technical training institutions are growing; (7) despite the average high expenditure on education, Malaysia's spending on technical education is very low; and (8) the Ministry of Education is planning staff development programs to enhance technical training. (KC)

ED 399 376 CE 072 424

National Profiles in Technical and Vocational Education in Asia and the Pacific: Nepal.
PUB DATE- 95
NOTE- 28p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Nepal

IDENTIFIERS- Alberta

This document reports on a forum held in Alberta to receive input regarding a report that made recommendations for expanding business involvement in education through workplace learning opportunities for students. The approximately 130 participants represented teachers, business/industry, government, parents, students and recent graduates, superintendents, and school/business partners. Following an introduction, summaries are provided of these presentations: "The Framework" (Halvar Jonson); "Common Purpose, Shared Values" (Eric Newell); "Policy Directions in 'Creating a Better Learning Future' Report" (Denis Herard); "The Changing Face of Career Development" (David Redekopp); and "Preparing for the New Economy: Alberta Schools in the 21st Century" (Altha Neilson, Wayne Poncia). The final section provides results of group analysis and individual responses. The group analysis process is described and small group session and individual feedback are presented on each of the nine topics/issues: communication and understanding between business/employers and education; business/employer involvement in educational policymaking; employability skills; entrepreneurship education; valuing all career areas and all educational programs equally; part-time jobs; career counseling; independent, lifelong learning; and equity: coordinating business/employer involvement. Other content includes feedback not specifically related to the report, feedback about the report and forum, and survey forms feedback summary. A participant list is appended. (YLB)

ED 399 393   CE 072 473

Archer, David; Cottingham, Sara
Action Research Report on REFLECT--Regenerated Freirean Literacy through Empowering Community Techniques. The Experiences of Three REFLECT Pilot Projects in Uganda, Bangladesh, El Salvador. Serial No. 17.
PUB DATE- Mar 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adult Basic Education; *Adult Literacy; Community Development; Community Education; *Developing Nations; *Empowerment; Foreign Countries; *Literacy Education; Numeracy; *Pilot Projects; Program Development; Reading Instruction; Rural Areas; Rural Education; Student Developed Materials; *Teaching Methods
IDENTIFIERS- Bangladesh; El Salvador; Freire (Paulo); Uganda

The participatory rural appraisal (PRA) technique was used with 1,550 women and 420 men in more than 100 villages in Uganda, El Salvador, and Bangladesh over a 2-year period to develop and pilot test an approach to literacy education called REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques). The REFLECT approach, which is based on the theoretical framework developed by Paulo Freire, draws on PRA techniques to promote active dialogue and empowerment as literacy circle participants develop their own materials and thereby take ownership of the issues that arise as their skills develop. In each country, the changes observed in individuals receiving literacy instruction based on the REFLECT approach were compared to those observed in control groups taught by traditional teaching methods. Of those adults who initially enrolled in REFLECT circles, 65% in El Salvador, 60% in Bangladesh, and 68% in Uganda achieved basic literacy over a 1-year period compared to only 43%, 26%, and 22% of individuals benefits. They have also eliminated and/or consolidated a few field offices within the last 5 years to improve service delivery or office operations. (Extensive appendixes to the report include the following: scope and methodology; Departments of Education and Labor component profiles; Departments of Education and Labor field offices and staff by locality; and comments from both departments.) (YLB)

ED 399 411 CE 072 515

Wagner, Judith O.
Wired: The Electronic Job Search. ERIC Digest No. 172.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Employment Opportunities; *Internet; *Job Search Methods; *Online Searching; Online Systems; Online Vendors; *Search Strategies; *World Wide Web
IDENTIFIERS- ERIC Digests

This document explains why using the Internet, particularly the World Wide Web, can be a useful method of searching for a job, especially in technical occupations. Most of the websites offer a variety of services, although a few are limited to only one or two. Some are commercial and charge for their services, some do not. For general information about finding a job, searching the web using the terms "job search," "employment opportunities," or "resumes" will lead to a myriad of resources. To locate information about specific positions, it is more effective to do a keyword search being as specific as possible. Although doing a job search on the Internet does not guarantee instant success, it is a way to increase visibility. Disadvantages of the electronic job search include that only jobs that require extensive experience or only undesirable jobs may be posted in some cases. Also, it is difficult to authenticate the job sources, and job seekers lose control of their personal information by posting it on the web. The digest includes a list of websites, listservs, and newsgroups as a starting point for those who are undertaking an electronic job search. Listings include 13 sources for general information about job openings, 5 sites related to specific occupations, 3 sites for resume information and postings, 4 professional associations, 2 geographic listings, and 3 newsgroups. (KC)

ED 399 412 CE 072 516

Heimlich, Joe E.; And Others
Adult Learning in Nonformal Institutions. ERIC Digest No. 173.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Learning; *Andragogy; Cognitive Style; Cultural Centers; Exhibits; *Lifelong Learning; *Museums; *Nonformal Education; Teaching Methods
IDENTIFIERS- ERIC Digests

education involvement in partnership programs. (KC)

ED 399 429 CE 072 551

Burkhart, Jennifer
Workplace Education Overview.
PUB DATE- 95
NOTE- 12p.; For related documents, see CE 072 552-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Basic Skills; *Educational Needs; *Educational Objectives; *Educational Practices; *Educational Trends; Program Development; *Workplace Literacy
IDENTIFIERS- 353 Project

This document, which is intended for adult educators and others interested in developing and delivering a workplace education program, provides an overview of workplace education. First, workplace education programs are defined as programs in which adult learners are taught basic skills by using the functional context of their jobs and a curriculum that was developed after analyzing their critical job tasks to identify the basic reading, writing, math, communication, problem-solving, and critical thinking skills required for them to perform their jobs competently. Discussed next are the concepts of workplace education as a business and workplace education as a partnership. After a brief discussion of the past, present, and likely future of workplace education, the following general steps in developing a workplace education based on the functional context approach are detailed: form a workplace advisory council, identify critical job tasks, conduct a workplace education needs assessment, perform a basic skills task analysis, develop a curriculum, provide instruction, and evaluate the workplace education program's effectiveness. Concluding the guide is a brief comment on starting a workplace education program. Contains 10 references. (MN)

ED 399 430 CE 072 552

Burkhart, Jennifer
Workplace Education Advisory Councils.
PUB DATE- 95
NOTE- 13p.; For related documents, see CE 072 551-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Advisory Committees; *Cooperative Planning; *Industrial Training; *Partnerships in Education; School Business Relationship; Secondary Education; *Workplace Literacy
IDENTIFIERS- 353 Project

This guide, which is intended for project directors, coordinators, and other professional staff involved in developing and delivering workplace education programs, explains the role of the advisory council in the development and implementation of workplace education programs structured as partnerships between businesses and educational providers and discusses various issues surrounding the formation of next is the integrative learning model. In this model, a five-step reflective learning process (do, look, think, probe value, plan) is used to integrate new information, experiences, and perspectives into existing life experience and apply new and existing knowledge/skills to accelerate individual and organizational performance change. In the second half of the workbook, a systems approach to integrative learning design is presented that entails using a 10-step transforming process to transform inputs (needs as perceived by stakeholders) into desired outputs (task/learning outcomes). The 10 steps of the transforming process, which are repeated a minimum of three times (each time incorporating feedback), are as follows: determine learning outcomes; identify activities required; plan continuous learning; select relevant context; identify overall goal; determine task outcomes; establish benchmark standards; plan support; build support; and practice facilitating learning experience. Contains 12 references. (MN)

ED 399 450   CE 072 589

Houser, James, Ed.
Vocational Education Data in the U.S. Department of Education, 1996. Third Biennial Report to Congress.
PUB DATE- 96
NOTE- 18p.; Prepared by the Data Development and Longitudinal Studies Group.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Role; *Data Collection; *Information Dissemination; Information Sources; Postsecondary Education; Program Improvement; *Public Agencies; Secondary Education; *Vocational Education
IDENTIFIERS- *Department of Education

Four agencies are involved in the U.S. Department of Education's vocational education data collection and reporting activities, as mandated by the 1990 Perkins Act: National Center for Education Statistics (NCES); Office of Vocational and Adult Education (OVAE); National Institute of Postsecondary Education and Lifelong Learning (NIPELL); and Office of the Under Secretary (OUS). NCES, NIPELL, and OUS primarily provide data for use in formulating policy, whereas OVAE primarily collects and reports data for use in program administration. In its capacity as the Department of Education's statistical agency, NCES collects and reports general-purpose education statistics that are often relevant to vocational education (for example, information on issues such as whether enrollment is declining and whether students with disabilities take the same amount of advanced vocational courses as students without disabilities do). Both NIPELL and OUS staff conduct major studies of federal education programs, whereas OVAE monitors vocational programs by collecting data through its performance and financial status reports. In compliance with its mandate under the 1990 Perkins Act, the Department of Education has prepared a biennial report detailing its strategies and activities to improve the data collection and reporting activities of NCES, OVAE, NIPELL, and OUS. (MN)

ED 399 451   CE 072 590

Borgie, Karen; Wang, Yeimei
Culinary Arts Hospitality Symposium Planning Guide.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

Behavior; *Student Problems; Teacher Student Relationship
IDENTIFIERS- *Disruptive Behavior

Those who have dealt with students over a period of years have come to realize that an increasing number of them are disruptive. This book offers alternatives for responding to disruptive students. Solutions are offered from the perspective of a mental health professional with years of experience on a college campus. A code of student conduct is carefully outlined and is followed by some recommended procedures for dealing with incidents of disruptions, including tips on prerogatives, documentation, and the aversion to administering discipline. Steps to follow when dealing with disruptive students are explored next, and an entire chapter is devoted to disruptiveness in residence halls. Topics in the latter chapter include dealing with the harassment of residential staff, countermeasures to harassment, coping with self-destructive students, assaults, rape, thefts, and vandalism. A college's mental health program should also play a part in helping with disruptive students and the role of the mental health consultant and mandatory psychotherapy as a form of discipline are examined. Some special problems, such as mental illness and dangerousness, medications, child care, and offensive dress, are treated in the next chapter followed by a selection of case studies. Contains a 25-item bibliography. (RJM)

ED 399 471 CG 025 945

Warsh, Robin; And Others
Teaching Family Reunification: A Sourcebook.
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Childhood Needs; Children; Child Welfare; Elementary Secondary Education; Family (Sociological Unit); *Family Structure; *Foster Care; Foster Children; Foster Family; Group Homes; Guides; Institutional Role; Services; Youth Programs
IDENTIFIERS- *Family Reunification

Each year, many of the children in family foster care, group homes, or residential treatment centers are reunited with their families. This sourcebook is intended to aid the development of well-trained service providers who work with family reunification. The information here, presented in four parts, can be used for agency staff development programs, in continuing education programs, in schools of social work, in schools of law, or in university social work programs. Part one provides an expanded definition of family reunification as well as a set of underlying principles and guidelines for practice. The section also examines various child welfare issues. Part two delineates the knowledge, attitudes, and skills necessary for successfully reunifying families, while part three presents five curriculum modules on how to increase competence in family reunification. The modules consist of carefully designed sessions which focus on the interrelated concepts involved in family reunification. Handouts are included at the end of each module so as to reinforce teaching opportunities and to provide directions for practice exercises. The last section of the sourcebook includes bibliographies on child welfare, family preservation, permanency planning, race and ethnicity, child in the areas of death, dying, and bereavement. To develop multicultural sensitivity and competency requires setting aside one's personal beliefs in an attempt to adopt another's perspective. Consequently, school psychologists first need to explore their own attitudes about death and grief as well as the basic assumptions that prevail in their local culture and subculture. Ross' (1994) eight factors to consider in providing services to multicultural students, parents, and communities are discussed. They are: (1) communication; (2) values; (3) concept of the family; (4) religious beliefs; (5) attitudes toward the body; (6) attitudes toward death; (7) bereavement, grief, and mourning practices; and (8) funereal practices. In reviewing dying, death, and bereavement practices throughout many cultures, some commonalties can be found. The community provides group support, while funeral rites provide a sense of closure. Professionalism of "death and dying" is found more in urban rather than rural areas. Fatalism regarding life and death can be found among the poor, and immortality beliefs among the oppressed. Children in rural areas directly observe and participate in death and grief rituals while urban children are more sheltered. Appendices are: (1) Death Awareness Questionnaire; (2) Grief Awareness Questionnaire; and (3) Multicultural Awareness Questionnaire. Contains 33 references. (JBJ)

ED 399 491 CG 027 341

College-Bound Digest.
PUB DATE- 96
NOTE- 32p.; For the 1995 edition, see ED 302 128.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Admission; *College Bound Students; *College Choice; College Freshmen; Higher Education; High Schools; High School Seniors; High School Students; Majors (Students); *School Counseling; School Counselors; Student Financial Aid

The college admissions process and the college selection process are complex and much debated procedures which confront more than 50% of high school seniors in the United States. The purpose of this digest is to help students explore options available in choosing a suitable postsecondary education. For example the advantages of large or small schools, and considerations for public, private, or church-related schools are examined; the importance of testing and test preparation is discussed; and the opportunities for financial aid are explored. The importance high school counselors in the entire process is emphasized. Chapters are: (1) Foreword to Students; (2) Getting the Most From Your High School Counselor; (3) The SAT: What, How, Who Cares? (4) How to Find Financial Aid; (5) Tough Questions to Ask Any Admissions Officer; (6) Selecting a College: One Size Does Not Fit All; (7) Campus Lifestyle: An Important Consideration in Choosing a College; (8) Major Decisions: Choosing the Right College Major; (9) How to Survive Freshman Year; and (10) Learning a New Role...For Parents. (JBJ)

ED 399 492 CG 027 342

Laken, Marilyn Poland; Hutchins, Ellen
Recruitment and Retention of Substance-Using Pregnant and Parenting Women: Lessons Learned.
PUB DATE- 95
NOTE- 75p.

workplace literacy in Nevada. A staff survey of the Department of Human Resources was conducted to determine clients' literacy. Results of the studies indicated that: (1) over 200,000 adults in Nevada lack a high school diploma; (2) over 62,000 Nevada households are bilingual, but in over 13,000 households, no one speaks English; (3) the highest unemployment rates in Nevada are for 16-19 year olds who are non-high school graduates not enrolled in school; (4) Nevada's high school dropout rate was 8% during the 1992-93 school year; (5) nearly three quarters of employers agreed that their unskilled employees' basic education skills were generally adequate for their current jobs; (6) most literacy problems of Department of Human Resources customers involved non-English speaking customers who had difficulty understanding agency and program policies; (7) more than half of Nevada State Welfare Division's employment and training clientele have low literacy levels; and (8) half of Nevada's adult population function below acceptable literacy levels. Contains 13 charts of data drawn from the 1990 census. (RS)

ED 399 511　　　　CS 012 593

Graham, Diane M.; Watts, Susan M.
Contextual Analysis in Naturally Occurring Prose: Effects of Passage Length, Word Frequency, and Grade.
PUB DATE- 2 Nov 90
NOTE- 46p.; Portions of this paper were presented at the Annual Meeting of the Northeastern Educational Research Association (21st, Ellenville, NY, October 31-November 2, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Context Clues; Elementary Education; Grade 3; Grade 6; *Inferences; *Reading Comprehension; Reading Improvement; *Reading Processes; Reading Research; *Reading Skills
IDENTIFIERS- Contextual Analysis; *Meaning Conditions; Word Learning

A study was conducted which addressed the following questions: (1) Do elementary school children infer word meanings from context?; (2) Are older students more successful in using context to infer the meanings of new words than younger students?; and (3) Is a longer context more facilitating to word meaning inference than a shorter context?; and (4) Is context more facilitating to the inference of high frequency words than to low frequency words? Eighteen children in grade 3 and 18 children in grade 6 were randomly assigned to 1 of 2 conditions: words-in-isolation and words-in-context. Students in the words-in-context conditions read long passages containing high frequency words, long passages containing low frequency words, short passages containing a high frequency word, and short passages containing a low frequency word. Students in both the words-in-isolation (no passages) and the words-in-context conditions wrote definitions to the target words. An analysis of variance comparing the performance of the words-in-isolation group to the words-in-context group revealed a significant difference between the performances, in favor of the words-in-context group. A repeated measures analysis of variance revealed differences by grade, passage length, and word frequency, as well as interaction effects. Results suggest that older students are better able to use context than younger students and that shorter passages are more facilitating to inferring word meanings from context than longer passages.

ED 399 532 CS 012 617

van Someren, Maarten W.; And Others
The Think Aloud Method: A Practical Guide to Modelling Cognitive Processes.
PUB DATE- 94
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Cognitive Processes; Computer Software; Higher Education; *Protocol Analysis; Psychology; Social Science Research; *Thinking Skills
IDENTIFIERS- Cognitive Research; *Knowledge Acquisition; Research Suggestions

This book examines the "think aloud method," which asks people to think aloud while solving a problem so that the resulting protocol can then be analyzed to answer questions about problem solving behavior. The method is presented in detail in the book, along with examples. The book finds that the method is useful both for psychological research and problem solving--and also for knowledge acquisition in the context of building expert computer programs. Presupposing almost no specific knowledge, the book can be used as a practical guide book by social scientists who want to use the think aloud method for research on cognitive processes, and by knowledge engineers who wish to use the method for knowledge acquisition. The book contains introductory sections on those topics which are relevant for both communities. The book concludes with exercises which follow the examples: instructions for 2 problem-solving tasks, protocols of "learning word meanings," analyzing expert problem-solving, coding scheme architectural design, and a protocol of novice problem-solving in physics. (NKA)

ED 399 533 CS 215 370

Model Competency-Based Language Arts Program.
PUB DATE- 92
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Competency Based Education; Curriculum Guides; Elementary Secondary Education; *Language Arts; *Minimum Competencies; Models; *Reading Achievement; Student Evaluation; *Writing Achievement
IDENTIFIERS- *Ohio

Providing guidance to language arts teachers and those responsible for curriculum development, this handbook provides a model competency-based language arts program that provides direction for Ohio school districts in developing local competency-based educational programs. The model includes the following for grades 1 through 12: (1) a model curriculum for instruction in composition, listening and visual literacy, oral communication, and reading; (2) model performance objectives in composition, reading, listening, and oral communication; (3) recommended strategies for standardized, grade-level assessment suitable for measuring progress in meeting performance objectives in composition and reading for grades 1-10; and (4) a recommended program of intervention services by grade level

Hyslop, Nancy, Comp.; Essex, Christopher, Comp.
Evaluating Writing in the Elementary and Secondary Classroom. Hot Topic Guide 47. Revised Edition.
PUB DATE- 96
NOTE- 65p.; Earlier edition entitled "Learning Package No. 47."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Elementary Secondary Education; *Evaluation Methods; Language Arts; *Portfolio Assessment; Portfolios (Background Materials); Theory Practice Relationship; Workshops; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alternative Assessment; *Authentic Assessment

One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide on writing evaluation presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of evaluating writing in the elementary and secondary classroom. The Hot Topic guide contains guidelines for workshop use; an overview of evaluating writing in the elementary and secondary classroom; and 9 articles (from scholarly and professional journals) and ERIC documents on the topic. Contains a 40-item annotated bibliography of items in the ERIC database on the topic. (RS)

ED 399 552 CS 215 481

Flesch, Rudolf; Lass, A. H.
The Classic Guide to Better Writing. 50th Anniversary Edition.
PUB DATE- 96
NOTE- 303p.; Originally titled: "The Way to Write."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Autoinstructional Aids; *Grammar; Instructional Effectiveness; Research Tools; Rhetoric; *Writing Exercises; *Writing Improvement; *Writing Processes; *Writing Skills
IDENTIFIERS- Computer Assisted Writing; Stylistics; Writing Style

This handbook, first published 50 years ago, is designed to teach individuals how to write more effectively. It offers step-by-step techniques and exercises to write simply, clearly, and correctly. New features in this edition of the handbook include contemporary examples, and guidelines for computer assisted research and writing and for non-biased writing. The many examples and exercises in the handbook guide the user/writer through the writing process: (1) getting started; (2) organizing ideas; (3) connecting ideas; (4) choosing the right tone; (5) making the meaning clear; (6) giving writing flair and punch; and (7) using correct grammar. (NKA)

ED 399 553 CS 215 485

Boone, Barbara Z.
Tools for Writing: Creating Writer's Workshops for Grades 2-8.
PUB DATE- 96
NOTE- 147p.

technologies, neither the facilitators nor the students made use of new technologies to facilitate classsroom interaction, communication, or learning. Sprague (1993) has suggested that most learning occurs outside of the classroom, not in it. It makes sense, therefore, that communication among peers and with the facilitators should take place outside as well as inside the classroom. And computers certainly are one means of facilitating that kind of communication, a communication that is immediate and ongoing. (Contains 13 references.) (TB)

ED 399 573   CS 509 310

Hinck, Shelly Schaefer; And Others
Integrating Media into the Communication Classroom as an Experiential Learning Tool: A Guide To Processing and Debriefing.
PUB DATE- 19 Nov 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Context; *Experiential Learning; Film Study; Higher Education; High Schools; *Intercultural Communication; Lesson Plans; *Mass Media Use; Periodicals; *Skill Development; Speech Communication; Student Needs; *Teaching Methods; Television Viewing
IDENTIFIERS- Popular Magazines

This paper shows how visual media may be used in the high school and college classroom to foster analytical, communicative, and interpretive skills traditionally developed through reading. It suggests that L. Joplin's (1985) 5-stage experiential learning model and Anita Covert's (1980) EDIT system can be used to teach a range of media. It describes in detail how Covert's system--moving from "experience," "description," "inference," to "transfer"--helps the students to analyze and understand a medium and then apply it to their own living experience. It gives specific examples of how magazines from non-American cultures can help students become aware of different cultural practices and how television magazine shows like "20/20" or "60 Minutes" can raise issues of intercultural communication. The paper specifically looks at "20/20" episodes such as "The Vine Jumpers" and "Lesbians" and movies such as "When Harry Met Sally" and "Circle of Friends." The paper outlines Covert's system step-by-step in suggesting how each of these media could be used in the classroom. Contains 11 references. (TB)

ED 399 574   CS 509 312

Bedore, Joan M.
Public Speaking Instruction with the Experiential, Self-Empowerment Approach (ESA): An Ethnomethodological Look.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Sooner Communication Conference (Norman, OK, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Empowerment; *Experiential Learning; Higher Education; *Individual Development; Introductory Courses;

presentation for the class, and plan a 2-page written report. Results indicated that (1) students appeared to like and appreciate the instruction about group communication processes; (2) children could identify communication processes associated with their group task; (3) children appeared eager for this type of instruction and appeared able to implement it in their group interactions; (4) instruction on group interaction must include effective monitoring; and (5) while instruction in group communication skills is needed for children, in-service instruction about group communication is also needed for elementary instructors. Findings suggest that children do have the capability of using interaction skills that promote effective group interaction. (Contains 25 references and 3 tables of data. An appendix lists the instructional elements of the lecture.) (RS)

ED 399 594 CS 509 340

Novek, Eleanor M.
Do Professors Dream of Electric Sheep? Academic Anxiety about the Information Age.
PUB DATE- Aug 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Attitude Measures; *Computer Mediated Communication; *Cultural Context; *Futures (of Society); Higher Education; *Information Technology; Occupational Surveys; School Surveys; Student Alienation
IDENTIFIERS- Communication Context; Educational Issues; *Faculty Attitudes; Professional Concerns; *Technology Integration

Having automated many professions, computers may now be used to downsize higher education. How do professors respond to this concern? A survey at a small branch of a northeastern university suggests that the question generates profound anxiety as it moves from the theoretical to the personal. Such anxiety about information technology can be seen as a communication problem. All 250 full-time faculty members of the branch campus were surveyed about their current and anticipated future uses of technologies, including computer labs, "smart classrooms," distance learning, local access networks, the Internet, etc. The survey contained 28 multiple-choice questions and a single open-ended question about any concerns the faculty member had about the use of computer technology in education. Returned surveys numbered 135, and 29 (21.5%) of these answered the "concerns" question. Respondents expressed two main areas of concern: they worried about the devaluation of the teaching profession, and with it, the loss of their jobs; and they were anxious about the dehumanization and alienation their students might face in a computer-dominated learning environment workplace. Although concerns voiced by respondents are not the exclusive domain of communication scholars, these respondents are the educators who teach others how to use communication media, and how to create and disseminate messages through them. Comments of the participants suggest that the expansion of the information economy is a cause for deep concern in higher education. (Contains 22 references.) (Author/NKA)

ED 399 595 CS 509 341

examination of evangelization and spirituality in the African-American Catholic experience, by Therese Wilson Favors and Beverly A. Carroll; (5) African-American leadership in Catholic education, by Dr. Loretta M. Butler; and (6) descriptions of model schools, by Beverly A. Carroll. References accompany each article. Samples of gospel reflections and accompanying African proverbs are offered in the fourth essay. (LMI)

ED 399 615 EA 027 848

Shaw, Judy
Structural Management with Participatory Reforms.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Leadership; *Leadership Styles; Organizational Change; Organizational Development; Organizational Theories

Administrative managers who have the trust of their employees, who listen to their employees openly, and who share power with their employees are better equipped to confront and overcome obstacles. This paper discusses models for structural management that include participatory reforms. It identifies four common models of administration--rational, mechanistic, organic, and bargaining. The models are respectively driven by scientific, bureaucratic, collegial, and political theories of management. The paper argues that a transformational leader who incorporates features of each model will be most effective. (Contains seven references.) (LMI)

ED 399 616 EA 027 857

Peters, Michael
Poststructuralism, Politics, and Education. Critical Studies in Education and Culture.
PUB DATE- 96
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Analysis; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Epistemology; Free Enterprise System; Hermeneutics; Higher Education; Information Technology; Multicultural Education; *Philosophy; *Politics of Education; *Sociology
IDENTIFIERS- *Cyberspace; *Postmodernism; *Poststructuralism

This book provides an introduction to poststructuralism by examining a range of interrelated themes central to the field of education that focus on the critique of reason and the problematic nature of the subject. The first chapter examines the history of poststructuralism in terms of the broader canvas of European formalism, futurism, surrealism, and structuralist poetics. The second chapter focuses on the notion of intellectuals and examines this idea in relation to postmodern culture. Chapter 3 continues the emphasis on culture to examine one of the most influential and virulent attacks on postmodern culture and poststructuralism. The fourth chapter address the neoliberal notion of the "market," utilizing Foucault's work to understand the paradox of the neoliberal state. Chapter 5 is an attempt to overcome the despatialized nature of critical

Division, Sherwood Park, Canada; and (3) ABC School for the Gifted and Talented, Calgary, Canada. Although charter schools in Canada are still in the early stages of implementation, they have had a significant impact on public education by making educators reevaluate public education and its role in society. Some school boards have recognized that charter schools provide options for students whose needs are not being met in a traditional system and open access to students who otherwise might not afford the tuition fee. Finally, the new schools have not created a stratified education system. (Contains six references.) (LMI)

ED 399 635 EA 027 880

Molnar, Alex
Giving Kids the Business: The Commercialization of America's Schools.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Responsibility; Charter Schools; Corporate Support; Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; Partnerships in Education; Private Financial Support; *Privatization; *Public Schools; *School Business Relationship; *School Choice

Corporate involvement in public education is nothing new. This book offers a critique of the growing corporate control and commercialization of public schools. Chapter 1 describes the history of business influence on American education with a focus on the case of Wisconsin, in which the corporate-led restructuring of the American economy has defined the terms of the current national debate over school reform. The chapter outlines current trends that strengthen the link between the provision of public education and the ability of schools to deliver corporate profits. Chapter 2 examines how a multibillion-dollar market that employs large numbers of high-priced corporate talent (advertising) is transforming America's schools. Chapters 3 and 4 describe the development of Channel One and other privatization efforts for profit, including the Edison Project and Education Alternatives, Inc. (EAI). Chapters 5 and 6 provide a history of private school vouchers and charter schools. The seventh chapter summarizes the social costs of privatization, arguing that it fails to redistribute power and economic opportunity and contributes to increased intolerance by creating economic insecurity. The appendix lists several standards developed to guide corporate involvement in the schools and resource organizations. An index and endnotes are included. (LMI)

ED 399 636 EA 027 881

Gregory, Gwendolyn H.
Desk Reference on Significant U.S. Supreme Court Cases Affecting Public Schools. Revised Edition.
PUB DATE- Jan 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 399 655 EA 027 905

Schoppmeyer, Martin W.
Is Arkansas' New School Finance Plan Real?
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditures; *Finance Reform; Fiscal Capacity; Income; Public Education; *School District Wealth; Special Needs Students; State Aid; *State Legislation
IDENTIFIERS- *Arkansas

In 1994 Arkansas's school-finance system was declared unconstitutional. A compromise plan was drawn up during the following year to appease both the state legislature and the governor. This paper discusses the confusing and contradictory aspects of three pieces of the state's school-finance legislation: Act 916, Act 917, and the Biennial Appropriations bill. The paper focuses on problems and inconsistencies in the laws, including funding priorities, incentive funding, the use of miscellaneous funds, rewards for debt, spending of Additional Base Funding, and the use of real dollars. Finally, Act 917 violates the concept of vertical equity and places the constitutionality of the new law in jeopardy. (LMI)

ED 399 656 EA 027 906

Fenwick, Tara J.
Issues in Forming School District Consortia To Deliver Distance Education.
PUB DATE- Aug 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consortia; Cooperative Education; *Cooperative Planning; Cooperative Programs; Coordination; *Distance Education; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Integrated Services; Partnerships in Education; Program Implementation; *Shared Resources and Services
IDENTIFIERS- *Alberta

A consortium is the most advanced form of collaboration, in which two or more institutions create a new mechanism to undertake "programs and projects of mutual interest" (Konrad and Small 1989, p. 200). This paper describes three distance-education consortia that were developed among Alberta, Canada, school districts. It describes the project's rationale, the role of the consortia in delivering distance education, the issues that emerged during the development and maintenance of the consortia, the strategies that were utilized to resolve issues, the factors for effective district participation, and the necessary policies and supporting services. A conclusion is that consortia, especially school-district consortia, are more difficult to organize and run successfully than they originally appear to be. Their chief advantages, however, are cost-savings and access to teacher specialists. Obstacles included new staff roles and greater staff workloads, the need for new kinds of

Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alternate Day Schedules; *Block Scheduling; Class Organization; *Flexible Scheduling; High Schools; *Resistance to Change; *School Organization; *School Schedules; Time Blocks
IDENTIFIERS- *Oregon

Block Scheduling has been considered a cure for a lengthy list of educational problems. This report reviews the literature on block schedules and describes some Oregon high schools that have integrated block scheduling. Major disadvantages included resistance to change and requirements that teachers change their teaching strategies. There is evidence, however, that block scheduling leads to a more relaxed school atmosphere, improved student attitudes, improved student-teacher relationships, decreased dropout rates, decreased absenteeism, a dramatic drop in disciplinary problems, and accelerated student progress. Recommendations for successful change include: (1) promote stakeholder ownership; (2) obtain support from the school district and school board; (3) provide adequate time for planning, staff-development opportunities, and collaborative problem solving; (4) brainstorm creative alternatives; and (5) conduct regular evaluation. Interviews were conducted with a total of 20 principals, assistant principals, administrators, and educators. (Contains 32 references.) (LMI)

ED 399 674 EA 027 969

Gupton, Sandra Lee; Slick, Gloria Appelt
Highly Successful Women Administrators: The Inside Stories of How They Got There.
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; *Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); Females; *Leadership; Leadership Styles; *Professional Development; Sex Discrimination; *Sex Fairness; Social Networks; *Women Administrators

Although an underrepresentation of women in educational administration persists, the reasons for the disparity have changed over the past 30 years. This book presents findings of a study that examined successful women administrators' insights and viewpoints regarding career achievement and leadership. Phase 1 of the study surveyed 151 women administrators, and phase 2 elicited indepth personal narratives from 15 of the women. The introduction reviews related literature and describes the research methodology and participants. The chapter titles reflect the study's analysis of the advice most often given by the women to other aspiring female administrators. Chapter 1, "Be Prepared," focuses on the importance of attaining the proper credentials as well as being prepared psychologically to overcome the barriers that women encounter in seeking a career in educational administration. Chapter 2, "Plan for Your Career," advises women to plan strategically for their careers as early as possible. "Persevere," the topic of the third chapter, deals with the keys to persistence despite a host of barriers particularly associated with gender bias. Chapter 4, "Be Diligent and Professional," substantiates the perception that women in administrative positions are expected to work harder for less compensation and are usually scrutinized more critically than sites, a list of advisory committee members and Javits project staff, and an executive summary of the needs assessment. (CR)

ED 399 691 EC 305 022

Windows of Opportunity: Teaming for Learning.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 96
NOTE- 44p.; For related documents, see EC 305 021-023.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Change Strategies; Delivery Systems; *Economically Disadvantaged; Educational Strategies; *Gifted; Inservice Teacher Education; Parent Education; Primary Education; Program Development; *Talent; Talent Identification
IDENTIFIERS- *Jacob K Javits Gifted Talented Stdnt Educ Act 1988; *Ohio

This is the second publication in a series of three reports that summarize the results of Ohio's Javits Project, a 3-year federally sponsored program to improve the identification of and services to young economically disadvantaged gifted children in 25 Ohio schools. This report details the processes used by project teams to create a shared vision for improving student performance, the professional development provided to project teams to support them in their efforts to identify and serve gifted children, and strategies used to "institutionalize" these changes. Participatory learning, in which teachers and students are co-learners, is discussed. Methods used by the project to create a shared vision among parents, teachers, coordinators, administrators, community representatives, and university representatives are described. The five project training components are identified and include: teacher awareness/inservice training; community/parent awareness training; intensive building team training; follow-up meetings; mini-training session; and state education department seminar training. Recommended best practices for implementing changes in gifted and talented programs are listed. Appendices include an Ohio Javits Grant abstract, a list of participating buildings and sites, a list of building team members, a summary of methods of identification, conference session descriptions, and recommendations on how to institutionalize changes. (Contains 15 references.) (CR)

ED 399 692 EC 305 023

Windows of Opportunity: Changes from Within.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 96
NOTE- 28p.; For related documents, see EC 305 021-022.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Delivery Systems; *Economically Disadvantaged; Educational Strategies; Ethnic Groups; *Gifted; Primary Education; *Program Development; *Talent; Talent Identification; Teamwork
IDENTIFIERS- Differentiated Curriculum (Gifted); Disproportionate Representation (Spec Educ); *Jacob K Javits Gifted Talented Stdnt Educ Act 1988; *Ohio

This is the third publication in a series of three reports that summarize the results of Ohio's Javits Project, a 3-year infants and toddlers, under the age of 3, with disabilities and special health problems who were enrolled in Washington State's infant and toddler early intervention program in 1995. Major findings of the report include the following: a total of 4,197 children were eligible for services and had an individualized service plan as of December 1, 1995; the rate of enrollment (1.8 percent) was somewhat lower than the rate (2.1 percent) found in the National Health Interview Survey (NHIS); the percentage of enrolled children in Washington who were Medicaid-eligible (70 percent) was greater than the percentage (61 percent) of NHIS-identified children; African American, Hispanic, and native American children were enrolled at higher rates than all Washington children; the enrollment rate for children of mothers with no prenatal care was over three times higher than for mothers who received early prenatal care; low birthweight, preterm birth, and low Apgar scores were all associated with high enrollment rates; and children of mothers with diagnosed substance abuse had an enrollment rate over three times that for all other Medicaid children. Also included is a dictionary of selected abbreviations and acronyms. (CR)

ED 399 710 EC 305 041

Hempleman, Beverly; Longhi, Dario
Employment Outcomes for Supported Employment Clients in the Division of Vocational Rehabilitation.
PUB DATE- Jun 96
NOTE- 45p.; Developed in conjunction with the Division of Vocational Rehabilitation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Age Differences; *Developmental Disabilities; Employment Experience; Followup Studies; Job Performance; Labor Turnover; *Mental Disorders; *Outcomes of Education; Program Effectiveness; Racial Differences; Severe Disabilities; Sex Differences; State Legislation; *Supported Employment; *Vocational Rehabilitation; *Wages
IDENTIFIERS- *Washington

This follow-up study tracked the employment outcomes, job retention, and average wages of 576 individuals in Washington State with mental health disabilities or developmental disabilities 2 years after they had received supported employment services and entered into competitive employment. The study matched client records from the Division of Vocational Rehabilitation with Employment Security earnings records. The study was able to track the employment outcomes of 86 percent of the individuals. It found that for those with developmental disabilities, about 70 percent were still employed after the first and second years and for those with disabilities related to mental health, about 70 percent were employed at the end of the first year and 50 percent at the end of the second year. Patterns of retention in employment were quite similar, regardless of gender, age, or race/ethnicity. Wages averaged between $400 and $500 per month the first year, increasing to about $570 during the second year. These wages were obtained by working, on average, about half time, at $5 to $6 per hour. Among those with mental health disabilities, the clients who received additional services as a result of a 1993 legislative proviso had higher wages than others. Tables and graphs detail the findings, and an appendix explains methodological issues and the automated monitoring process. (DB)

Standards for the Preparation and Certification of Special Education Teachers. Second Edition.
PUB DATE- 96
NOTE- 154p.; For the first edition, see ED 387 958.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; Codes of Ethics; *Disabilities; Early Childhood Education; Elementary Secondary Education; Inservice Teacher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; *Special Education Teachers; *Standards; *Teacher Certification; Teacher Competencies; Teaching Skills
IDENTIFIERS- *Council For Exceptional Children

This document presents revised comprehensive standards and guidelines for the preparation and certification of special educators and for practice as special educators, developed by the Council for Exceptional Children (CEC). Part 1 provides the CEC's Code of Ethics for Professional Practice for Educators of Persons with Exceptionalities and CEC's Standards for Professional Practice. Part 2 presents the CEC's International Standards for Entry into Professional Practice. Standards for knowledge and skills essential for all beginning special education teachers are outlined first, followed by knowledge and skills for special education teachers working with students with hearing impairments, emotional and behavior disorders, gifts or talents, learning disabilities, mental retardation and developmental disabilities, visual impairments, and physical and health disabilities. The knowledge and skills needed for early childhood programs are also outlined. Part 3 provides guidelines for CEC approval of special education professional preparation programs in the same areas. The items in Parts 2 and 3 are coded by area, topic, and knowledge or skill in order to provide a framework for creating a searchable database of knowledge and skills items. Space is provided next to each item for citing course numbers or other descriptions of where the knowledge or skill is covered in a curriculum or continuing education program. (CR)

ED 399 728 EC 305 059

Gregg, Soleil
Understanding and Identifying Children with ADHD: First Steps to Effective Intervention. Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Attention Deficit Disorders; Behavior Problems; *Clinical Diagnosis; Disability Identification; Elementary Secondary Education; Etiology; *Hyperactivity; Interpersonal Competence; *Intervention; Performance Factors; Program Effectiveness; Self Esteem; Student Characteristics; Student Evaluation

This policy brief describes attention deficit hyperactivity disorder (ADHD) as involving three characteristics:

behavior patterns ranging from aggression to suicide. Strategies for dealing with crises are the subject of the seventh chapter. Chapter 8 addresses the therapeutic potential of the psychoeducational classroom, in readings on such examples as the prosocial curriculum, multiple intelligences, cooperative learning, drama, and adventure education. The final chapter focuses on ways the school can support families. (Most readings contain references.) (DB)

ED 399 745   EC 305 084

Bender, Michael; And Others
A Functional Curriculum for Teaching Students with Disabilities. Volume I: Self-Care, Motor Skills, Household Management, and Living Skills. Third Edition.
PUB DATE- 96
NOTE- 268p.; Second edition title was: "Teaching the Moderately and Severely Handicapped." For all 3 volumes, see EC 305 084-086.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Basic Skills; *Curriculum; *Daily Living Skills; *Disabilities; Early Intervention; Elementary Secondary Education; *Home Management; Hygiene; Independent Living; *Instructional Development; Lesson Plans; Motor Development; Preschool Education; Psychomotor Skills; *Self Care Skills; Severe Disabilities; Severity (of Disability); Teaching Methods; Units of Study

This first of three manuals providing a curriculum for students with disabilities focuses on the development of functional daily living skills. An introductory chapter provides an overview of the functional curriculum and offers guidelines for developing instructional plans for the four units of study which follow. Unit 1 is about self-care skills, including toileting, drinking and eating, dressing, undressing, personal cleanliness, and grooming. Unit 2 offers suggested interventions for gross motor skills including the use of assistive devices to aid ambulation, walking independently, and skills that enhance recreation and leisure activities. Unit 3 addresses fine motor skills including those involved in dressing, leisure time activities, vocational/work activities, and the operation of simple appliances. Unit 4 considers household management and living skills, such as planning meals, purchasing and preparing food, purchasing and maintaining clothes, and caring for one's living quarters. Each of the units presents general goals of the unit, sample lesson plans, lists of references and suggested readings, and a list of selected materials and resources. Suggested activities are grouped into teacher interventions and family interventions and then organized into four distinct age/grade levels: infant/toddler/preschool; primary; intermediate; and secondary. Attention is also paid to the alternative settings in which services are provided. (Each chapter contains references and suggested readings.) (DB)

ED 399 746   EC 305 085

Valletutti, Peter J.; And Others
A Functional Curriculum for Teaching Students with Disabilities. Volume II: Nonverbal and Oral Communication. Third Edition.

Pedersen, E. Martin
American Studies through Folk Speech.
PUB DATE- 93
NOTE- 22p.; For a related article, see ED 393 765.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *American Studies; Class Activities; Classroom Techniques; *Folk Culture; Freedom of Speech; Humor; Language Planning; *Language Role; Language Usage; *Migration; North American English; *Oral Language; Popular Culture; Proverbs; United States History
IDENTIFIERS- *Slang; Word Games

American slang reflects diversity, imagination, self-confidence, and optimism of the American people. Its vitality is due in part to the guarantee of free speech and lack of a national academy of language or of any official attempt to purify American speech, in part to Americans' historic geographic mobility. Such "folksay" includes riddles and conundrums, puns and plays on words, various kinds of jokes, sayings, proverbs, and proverbial similes, folk vocabulary and all types of slang, children's rhymes and jingles, word games, tongue twisters, and more. Folk speech is powerful language that can be rude and violent, but more often is playful, humorous, creative, lively, and ever-changing. Activities effective in learning American language through folk speech include telling jokes, riddles, and stories or reading them aloud; activities using and discussing proverbs; active and passive vocabulary learning through question-and-answer dialogues; written exercises using new vocabulary; dictionary practice and writing exercises focusing on a word and the environment it's used in; comparison of non-standard grammar or pronunciation; and humor and proverbs memorized, recited, and explained. Using folk speech in teaching is feasible for any group size or level, requires little preparation, and is stimulating and entertaining. (MSE)

ED 399 764 FL 024 087

Cazden, Courtney B.
Communicative Competence, 1966-1996.
PUB DATE- Mar 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); Definitions; Educational History; *Language Aptitude; Language Research; *Linguistic Theory; Second Language Instruction; Second Language Learning; *Second Languages; Theory Practice Relationship
IDENTIFIERS- Chomsky (Noam); *Hymes (Dell)

The evolution of the concept of communicative competence (CC) in language learning and teaching is traced since 1966, when D. H. Hymes first discussed it publicly. His concept of CC had its theoretical origins in the convergence of transformational generative grammar and the ethnography of communication, and was first discussed at a conference on language development among disadvantaged children with the implication that

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Articulation (Speech); Comparative Analysis; Consonants; Foreign Countries; *French; Language Research; Linguistic Theory; Native Speakers; *Phonology; Pronunciation; *Sex Differences; *Speech Habits

A study investigated the realization of voicing contrasts ("breathiness") in plosive consonants produced by young French adults, particularly as they differ in males and females. Data came from acoustic analysis of recordings of nine informants reading lists of monosyllabic words with initial plosive consonants in isolation and in the content, "Jean avait dit..." The six plosive phonemes of French occurred several times before each of three vowels, but only tokens with the vowel /a/ were measured for this purpose. Results show consistent differences between males and females in the closure period of prevoiced stops. Methodological issues raised in this analysis were then examined in light of subsequent research, including measurement of spectral tilt, statistical comparability, and interrater reliability on perceptual experiments. Contains 24 references. (MSE)

ED 399 786 FL 024 111

Tsoulas, George
Notes on Temporal Interpretation and Control in Modern Greek Gerunds.
PUB DATE- Mar 96
NOTE- 32p.; For complete volume, see FL 024 097.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Contrastive Linguistics; English; Foreign Countries; *Greek; *Language Patterns; Language Research; Linguistic Theory; Modern Languages; Prepositions; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Gerunds

An analysis of the structure and functioning of Modern Greek gerundival constructions is presented. First, it is argued that there are clear differences between gerunds and participles. Issues concerning the temporal interpretation of gerunds are considered, and an account is given that postulates the existence of a covert temporal operator like one used for temporal prepositions in English, whose movement determines the clause with which the gerund will be associated. A theory of adjunction that does not distinguish configurationally between adjunct phrases and specifiers is assumed, to avoid potential violation of the adjunct constraint. An examination of control issues with gerunds concludes that although apparently restricted to adjoined positions, gerunds can also be arguments, and by virtue of their indefinite nature, permit exceptional case marking. It is concluded that this evidence supports the Definite/Indefinite distinction at the clausal level. Contains 42 references. (MSE)

ED 399 787 FL 024 112

Goldman, Susan R., Ed.; Trueba, Henry T., Ed.
Becoming Literate in English as a Second Language.
PUB DATE- 87
NOTE- 267p.

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Ambiguity; Arabic; Body Language; Chinese; Classroom Communication; Contrastive Linguistics; Discussion (Teaching Technique); English; English (Second Language); *Interlanguage; Italian; Language Patterns; Language Research; Linguistic Theory; *Nonverbal Communication; Peer Evaluation; *Pragmatics; Second Language Instruction; *Second Language Learning; *Sociocultural Patterns; Sociolinguistics; Structural Analysis (Linguistics); Suprasegmentals; Uncommonly Taught Languages
IDENTIFIERS- Politeness; Requests; Turn Taking

The series of articles in this volume were selected from among those presented at the 8th Annual International Conference on Pragmatics and Language Learning in April 1994. Articles include: "The Right Tool for the Job: Techniques for Analysis of Natural Language Use" (Georgia M. Green); "Sinclair & Coulthard Revisited: Global- and Local-Allocational Turn-Taking Mechanisms in the Language Classroom" (Willfred J. Greyling); "Where Does Sociopragmatic Ambiguity Come From?" (Susan Meredith Burt); "Routine and Indirection in Interlanguage Pragmatics" (Gabriele Kasper); "Face Orientations in Reacting to Accusatory Complaints: Italian L1, English L1, and Italian as a Community Language" (Marina Frescura); "The Perception of Social Context in Request Performance" (Montserrat Mir); "Pauses and Co-Construction in Chinese Peer Review Discussions" (Hao Sun); "'I Must Be Seated To Talk to You': Taking Nonverbal Politeness Strategies into Account" (Elizabeth de Kadt); and "Topical Structure in Arabic-English Interlanguage" (Ahmed Fakhri). (MSE)

ED 399 808 FL 024 135

Green, Georgia M.
The Right Tool for the Job: Techniques for Analysis of Natural Language Use.
PUB DATE- 95
NOTE- 18p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Discourse Analysis; Language Patterns; *Language Research; Languages; Linguistic Theory; *Natural Language Processing; *Pragmatics; *Research Methodology

A variety of techniques for collecting and analyzing information about the natural use of natural languages is surveyed, emphasizing the importance of recognizing the properties of a research task that make a given technique more or less suitable to it rather than comparing techniques globally and ranking them absolutely. An initial goal is to characterize the sorts of tasks that are involved in research on language use. Language use is viewed as a complex interplay of: (1) properties of the linguistic system; (2) properties of the language users; and (3) properties of the society within which a speaker elects to use a particular language on a particular occasion. These factors then determine the kinds of questions to be asked about language use. Advantages and disadvantages of different sources of language for analysis are considered, including large corpora, audio recordings, and interactive techniques for eliciting language use. It is concluded that in most cases, the best way to test a hypothesis about natural language use is to test it in every relevant way possible.

education and regional symposia for policymakers in technical/vocational education that were conducted in various regions throughout the world (Asia and the Pacific, Africa, the Arab States, and Latin America and the Caribbean); activities promoting equal access of girls/women to technical/vocational education; regional activities on curriculum development methodologies; seminars/studies examining cooperation between educational institutions and enterprises; new training technologies for technical/vocational education; national training activities; and cooperation with United Nations organizations. Also discussed was an external evaluation of the UNEVOC Project that is slated for initiation in 1996 and completion in 1997. (Appended are a list of participants' names/addresses. Both French and English versions of the report are included.) (MN)

ED 399 360 CE 072 405

Technical Education in Nigeria: The Way Forward. Summary of Proceedings of the Workshop on Technical Education: A Foundation for a Healthy Economy (Ota, Ogun State of Nigeria, March 1-2, 1994).
PUB DATE- Mar 94
NOTE- 83p.; Product of UNEVOC, the International Project on Technical and Vocational Education. Sponsored by Dornier International Logistics.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Economic Development; *Educational Needs; *Educational Objectives; *Educational Practices; Foreign Countries; Government School Relationship; Industrial Training; International Educational Exchange; Job Training; Labor Force Development; Private Sector; *School Business Relationship; *Technical Education; *Technological Advancement; Vocational Education; Workshops
IDENTIFIERS- Germany; Great Britain; Japan; *Nigeria; United States

This summary of proceedings includes papers from and about a workshop on technical education in Nigeria and the lessons Nigeria may gain by examining the vocational and technical education systems of Germany, the United States, Great Britain, and Japan. The following papers are included: "Foreword" (Iyorchia Ayu); "Introduction: A Time for Action in Technical Education"; "Why We Sponsored the Workshop" (Klaus Bauer); "Importance of Technical Education" (Iyorchia Ayu); "Technology for Industrial Advancement" (Daniel O. Akintonde); "Technical Education in Nigeria" (P. E. O. Towe mni); "Contribution by the Representative of the National Association of Technological Engineers" (Abimbola Daniyan); "Excerpts from Paper Submitted to the Workshop by the National Association of Technological Engineers: Alternative Proposal for the Three Existing Parallel Routes"; "German Vocational Training in the Dual System" (Richard von Bardeleben); "Content and Process of the Dual System" (representative of the German company FESTO); "Contribution of Industrial Training Fund (ITF)" (Alhaji Usman Mohammed); "International Spread of the Dual System"; "Vocational and Technical Education in USA, Great Britain, and Japan: Lessons for Nigeria" (S. O. Olaitan); "UNESCO's Contributions to the Development of Technical and Vocational System: The UNEVOC Project (International Project on Technical and Vocational Education)" (Hans Kronner); "Implementation of Manpower Training Programme in Private Industries" (E. O.

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in Nepal. The four parts of the document provide general information about the following: the country; the history, goals, and structure of the educational system; vocational technical and polytechnic education; and issues and human resource development. Appendixes cover the growth of the education sector since 1951 and statistics about training programs under the Department of Cottage and Village Industry and Training Centers under the Department of Labor. Some of the highlights are as follows: (1) Nepal is primarily an agricultural country that has been handicapped in economic development because it is landlocked; (2) the Eighth Five-Year Plan puts more emphasis on an open-market economy, with the private sector producing goods and services and the public sector focusing on developing the physical and social infrastructure; (3) the school structure includes primary grades 1-5, lower secondary 6-7, secondary 8-10, higher secondary 11-12, and specialized institutes of higher education and universities; (4) the Council for Technical Education and Vocational Training (CTEVT) is the policy formulation and coordinating body for technical education and vocational training in Nepal; (5) at present there are 6 training institutions operated under the CTEVT, with plans for 23 more by the year 2002; (6) although most education is the responsibility of the federal government, the private sector also plays a small role in technical education; and (7) increases in technical and vocational training are necessary to meet human resource demands for development. (KC)

ED 399 377 CE 072 425

National Profiles in Technical and Vocational Education in Asia and the Pacific: Pakistan.
PUB DATE- 95
NOTE- 65p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools; Womens Education
IDENTIFIERS- *Pakistan

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in Pakistan. The seven parts of the document provide information about the following: educational and public policy; levels of technical and vocational education; training modes and systems; industrial needs and labor demands; women in technical education; the current status of technical and vocational education; and current national level technical and vocational education projects. Appendixes provide statistical information about vocational and technical programs and schools. Some of the highlights are as follows: (1) approximately 49 percent of primary-age children and 16 percent of secondary-age students attend school; (2) education in Pakistan is a provincial responsibility but general policy, planning and overall in the control groups in the respective countries. The REFLECT circle participants remained motivated and dropped out in much lower numbers than did their control group counterparts. Contains 59 tables/figures/photographs and 31 references. (MN)

ED 399 394 CE 072 475

People with Disabilities. Federal Programs Could Work Together More Efficiently To Promote Employment. Report to the Chairman, Subcommittee on Employer-Employee Relations, Committee on Economic and Educational Opportunities. House of Representatives.
PUB DATE- Sep 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Coordination; *Disabilities; *Employment Services; Federal Aid; Federal Government; *Federal Programs; Federal State Relationship; Government Role; *Program Effectiveness; State Programs

This study identified federal programs designed to assist people with disabilities, with a special emphasis on programs promoting employment. The study focused on the extent to which information, eligibility, and services were coordinated under these programs and the efficiency of federal programs in promoting employment among people with disabilities. Findings indicated that 130 federal programs targeted people with disabilities; 26 of these programs provided direct employment services such as skills training and job search assistance. Although the federal government provided funds for all programs, the extent of the federal role in their administration varied considerably. Although many federal programs had decentralized the provision of services to state governments, the programs had adopted a variety of funding mechanisms to do so. Programs helping people with disabilities did not work together as efficiently as they could to share information about their programs and overcome obstacles posed by differing eligibility criteria and numerous service providers. Because services were not coordinated among programs, people with disabilities received duplicate services or faced service gaps. Past federal efforts to reorganize and restructure service delivery have succeeded only marginally compared with more modest, local initiatives. (Appendixes include objectives, scope, and methodology; federal programs targeting people with disabilities; federal employment initiatives targeted to people with disabilities; geographic distribution of expenditures for selected programs; and definitions. Contains 28 references. (YLB)

ED 399 395 CE 072 480

Hernandez-Gantes, Victor M.; And Others
Fostering Entrepreneurship through Business Incubation: The Role and Prospects of Postsecondary Vocational-Technical Education. Report 1: Survey of Business Incubator Clients and Managers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 71p.; For related reports, see CE 072 481-482.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

Museums, zoos, nature centers, science centers, aquariums, and other similar places provide an opportunity for lifelong learning in a nonthreatening setting for most adults. They are places where nonformal learning (outside the formal learning setting and characterized by voluntary participation) can easily take place through such methods as tours, informational signage, exhibits, and demonstrations, and they can also offer more formal education through workshops and classes. Hundreds of millions of people visits these institutions, and probably more than half of them are adults. Many adults come to these institutions for primarily social reasons, so their learning opportunities may need to be constructed in a manner that supports the social activity. To engage adult visitors effectively, education programs can use adult education principles to enhance the visit for the purpose of learning. The places must be user friendly and comfortable. Increasingly, institutions are using interpretive layering, which provides information in small, layered levels so that visitors can choose to absorb the essence of the exhibit without filtering through complex descriptions or discussions. Whether the purpose of the visit is social or educational, adult visitors attend attractions with an overall positive attitude. Learning is a lifelong process, and the role of the educator in this setting is to enhance the attraction and help guide the adult visitor to new levels of understanding and action. (Contains 32 references.) (KC)

ED 399 413 CE 072 517

Kerka, Sandra
Journal Writing and Adult Learning. ERIC Digest No. 174.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Adult Literacy; Cognitive Processes; *Critical Thinking; Dialog Journals; Diaries; *Journal Writing; Literacy Education; Personal Narratives; *Self Expression; *Student Journals; Teaching Methods; Writing Instruction
IDENTIFIERS- ERIC Digests

Journals have a long history as a means of self-expression, and they can be used as learning tools in adult education. Types of journals include the reader response journal or literature log, the learning journal, the reflective journal, and the electronic journal. Journal writing offers several benefits for adult learners: journals are less threatening and closer to natural speech; they document mental processes; and they can be used as a tool for growth through critical reflection. Obstacles to students writing reflectively include the following: their lack of proficiency with reflective writing, fear resulting from open-ended writing requirements, privacy issues, and unequal balance of power between teacher and students. To overcome some of the obstacles of open-ended assignments, students should be given some guidelines that answer such questions as the following: "What is a journal?"; "What do I write?"; "Why keep it?" and "How will it be used?" Four factors affect willingness and ability to reflect: individual developmental level, perception of the trustworthiness of the teacher, clarity and nature of the advisory councils. First, advisory councils are defined as panels of experts whose function is to provide businesses and educational providers with a structure through which workplace education programs can be developed and program issues/problems can be identified and solved. Next, the role of an advisory council in the following aspects of workplace education program development/delivery are explained: critical job tasks identification, job task analysis, skills assessment, curriculum development, instruction, and evaluation. Discussed next are various considerations in forming an advisory council, including the following: determining the types of individuals to include on an advisory council; identifying the factors motivating businesses to participate in workplace education; and approaching prospective advisory council members. Concluding the guide is a list of helpful tips for working with advisory council members. (MN)

ED 399 431 CE 072 553

Burkhart, Jennifer
Identifying Critical Job Tasks.
PUB DATE- 95
NOTE- 13p.; For related documents, see CE 072 551-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Advisory Committees; Cooperative Planning; Educational Needs; *Employment Qualifications; Industrial Training; *Job Analysis; *Job Skills; *Meetings; Needs Assessment; *Workplace Literacy
IDENTIFIERS- 353 Project

This guide, which is intended for project directors, coordinators, and other professional staff involved in developing and delivering workplace education programs, explains the implications of identifying critical job tasks and details a process by which educational partners can facilitate identification of critical job tasks. First, critical job tasks are defined as job tasks dealing with projected changes and/or current performance/training problems that affect a company's bottom line. The importance of identifying critical job tasks to the job tasks analysis, skills assessment, curriculum development, instruction, and evaluation processes is explained. Presented next are a four-step process for identifying critical job tasks (identify in-house program experts; facilitate a meeting of the advisory council; identify and select two or three critical job tasks; and document the advisory council's decision) and an eight-step process for conducting an advisory council meeting (state meeting objectives, describe advisory panel responsibilities, present criteria for classifying critical job tasks, elicit information about positive company activities, transition to more sensitive issues, focus on specific job tasks or departments/problems, select two or three critical job tasks to target, and schedule job task analyses). Contains a list of six informational resources. (MN)

ED 399 432 CE 072 554

Burkhart, Jennifer
Workplace Education Skills Assessment.
PUB DATE- 96

PUB DATE- Jun 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Community Colleges; *Competition; *Conferences; *Cooks; Curriculum Development; *Educational Planning; *Occupational Home Economics; Publicity; Records (Forms); *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

This guide was developed as part of a project to standardize California's statewide culinary arts curriculum based on industry guidelines and standards. It details a process that California community colleges can use to plan a hospitality symposium that will accomplish the following objectives: provide students with a forum to demonstrate their culinary skills; provide faculty with an opportunity to share and network; promote cooperation among students, faculty, and schools statewide; and increase education's involvement with industry. The following topics are examined in the guide's seven sections: development of the symposium concept; the timeline for planning a symposium; expenses; competition rules; items to include on a planning checklist; publicity; and areas to improve. Numerous sample forms are included throughout the guide. Appended are a variety of sample materials for and about planning a culinary competition, including the following: sample correspondence to various parties involved in a symposium (community college deans, team coaches, competitors, judges, and vendors); participation survey; sample list of competition events, score sheet, and vendors list; and sample publicity materials (invitation, brochure, news releases). (MN)

ED 399 452 CE 072 593

Collins, Michael, Ed.
The Canmore Proceedings. International Conference on Educating the Adult Educator: Role of the University (Canmore, Alberta, Canada, May 14-17, 1995).
PUB DATE- May 95
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Educators; Adult Learning; Advocacy; Andragogy; *College Role; Competency Based Education; Cooperative Learning; Correctional Education; *Educational Objectives; *Educational Practices; Educational Research; Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); Global Approach; Graduate Study; Higher Education; Humor; Independent Study; Innovation; Instruction; International Educational Exchange; Labor Education; Models; Problem Solving; Professional Continuing Education; Professional Development; Quality Circles; Socialization; Student College Relationship; *Teacher Education; Teacher Improvement
IDENTIFIERS- Asia (Southeast); Australia; *Canada; Denmark; Finland; France; Great Britain; Guyana; New Zealand; Northern Ireland (Belfast); Postmodernism; Prostitution; Scotland

The following are among the papers included in these proceedings: "Challenging the Exclusionary Effects of the Inclusive Mask of maltreatment, adoption, and numerous other issues. (RJM)

ED 399 472 CG 025 948

DeWoody, Madelyn; And Others
Independent Living Services for Youths in Out-of-Home Care.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; Career Awareness; *Career Guidance; *Childhood Needs; Child Welfare; *Foster Care; *Foster Children; Foster Family; Group Homes; Institutional Role; Services; Young Adults; Youth Programs
IDENTIFIERS- *Independent Living Centers

Youths living in out-of-home care, like their peers who live with parents or other kin, need assistance as they begin to establish themselves as adults. This monograph reviews the needs of out-of-home-care youth who are making the transition to independent living. It assesses the federal Independent Living Program and looks at the resources that this program has brought to the child welfare field, the projects it has supported, and the gaps that continue to exist there. Results of a survey of youth-serving agencies are also provided along with recommendations for the further development and support of independent living services. Additional policies, programs, and practices must be developed so that each youth in out-of-home care will have a solid education, employment preparation, economic security, affordable and accessible housing, health care, and safe and nurturing relationships. It is hoped that program developers, policymakers, youth advocates, and all who are committed to helping adolescents in out-of-home care will act on the findings here. (RJM)

ED 399 473 CG 026 212

Berman, Jeffrey
Diaries to an English Professor: Pain and Growth in the Classroom.
PUB DATE- 94
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Communication; *College Students; *Dialog Journals; *Diaries; English Literature; Higher Education; Journal Writing; Literature; Personal Narratives; Reading Writing Relationship; *Student Journals; Teacher Student Relationship; Teaching Methods

This book presents excerpts from a large collection of student journals which were submitted to an English professor over a 15-year period. The diaries, many of which were read aloud and anonymously in class, offer a unique glimpse into the personal world of students' lives. The journals demonstrate many of the themes that students write about and these personal narratives raise crucial issues regarding the rewards and risks of introspective classroom diary writing. Most of the chapters here examine subjects that students addressed every semester, and include: problems children experience with divorced parents; the alarming number of college women suffering from eating disorders; how students cope with the devastating loss of relatives and friends who have killed themselves; and sexual activity which men and women reveal or conceal. The final

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Drug Abuse; Drug Addiction; *Drug Rehabilitation; Focus Groups; Illegal Drug Use; Parent Child Relationship; *Pregnancy; *Prenatal Care; Prenatal Influences; Program Descriptions; Program Effectiveness; *Recruitment; *Rehabilitation Counseling; Rehabilitation Programs; *Substance Abuse

According to current estimates, approximately 5.5 percent of all American pregnant women use an illicit drug during pregnancy. National concern for drug-exposed infants prompted interest in the needs of substance using pregnant women and in the development of drug treatment programs for them. A total of 147 comprehensive programs have been funded under the "Pregnant and Postpartum Women and Their Infants" (PPWI) initiative, the largest federal program targeting pregnant substance-using women and their infants. A 2-day focus group was held with representatives from 10 of these recently completed projects to share lessons learned about how best to recruit and retain this population. Before successful recruitment can take place, program staff must have a thorough understanding of participants' needs and lifestyles. Cultural sensitivity to ethnic backgrounds of clients is critical to making substance abuse programs inviting. Women who are addicted to substances live in a social environment where there is little long-term planning. Therefore, programs must reduce waiting time from initial contact to program entry. Recommendations are made relating to child care, transportation, staff training . Contains 58 references. Appended are a list of focus group participants and descriptions of 10 programs. (JBJ)

ED 399 493 CG 027 343

Lindmark, Terri; And Others
Improving Behavior and Academic Success through a Caring Classroom.
PUB DATE- Apr 96
NOTE- 171p.; Master's Action Research Project, Saint Xavier University. Some appendix pages contain light or marginally legible handwriting.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Behavior Modification; *Classroom Environment; *Classroom Techniques; Communication Skills; *Conflict Resolution; Cooperation; Curriculum Development; Elementary Education; Elementary School Students; *Interpersonal Competence; Intervention; Problem Solving; *Thinking Skills

Concern for disruptive behavior in the classroom has been an ongoing issue at the local, state, and national level. This report describes a program for improving behavior and academic success through a caring classroom. The targeted population consisted of elementary students in growing rural and urban communities at three different elementary schools. Students demonstrated disruptive behavior that interfered with academic growth. Analysis of probable cause data revealed that students lacked adequate social skills. Students were adversely impacted by violence, racial tension, lack of moral clarity, dysfunctional families, and poverty. Three major areas of intervention were selected: (1) activities that address social

(Contains 2 tables of data, 2 figures, and 50 references; 2 sample forms are appended.) (Author/CR)

ED 399 512 CS 012 594

Mikulecky, Larry, Comp.; And Others
Teaching Adolescent/Young Adult Literature: Course Handbook I--Education L535.
PUB DATE- 96
NOTE- 107p.; Some of the accompanying materials may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescent Development; *Adolescent Literature; *Censorship; *Course Descriptions; Distance Education; Higher Education; Literary Genres; Literature Appreciation; *Privacy; Reading Materials
IDENTIFIERS- Controversial Topics; Diversity (Student)

This handbook presents course information, reading materials, and application/research projects for a distance education course that provides an introduction to the genre of texts targeted for adolescent/young adult readers. The first section of the handbook discusses the goals, structure, assessment scheme, readings, and resources for the course. The second through fifth sections present four core units on (1) What Is Adolescent/Young Adult Literature?; (2) Adolescent Development; (3) Adolescent/Young Adult Literature and Issues of Diversity; and (4) Issues of Censorship and Privacy. Most of the core units follow a pattern of a unit overview, reading and responding to articles related to unit topic, reading examples of adolescent/young adult literature related to unit topic, and an application/research project (which may include library research, Internet research and activity, developing teaching units, interviewing students, and evaluating teaching effectiveness). (RS)

ED 399 513 CS 012 595

Lloyd, Paul, Comp.
Developing Family Literacy Programs: Course Handbook I--Education L530.
PUB DATE- 96
NOTE- 186p.; Some materials may not reproduce legibly. For Course Handbook II, see CS 012 596.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Course Descriptions; Curriculum Development; Distance Education; *Educational Planning; Higher Education; Intergenerational Programs; *Literacy; Program Development; *Proposal Writing; Reading Materials
IDENTIFIERS- *Family Literacy

Part 1 of a two-part handbook presents course information, reading materials, and sample exercises for a distance education course designed to enhance an understanding of the nature of family literacy needs and to show how to develop and teach in family literacy programs. The first section discusses the structure of the course, the assessment scheme, texts, and assignments. The second section presents a required reading for the course, "Family and Intergenerational Literacy Programs: An Update of 'The Noises of Literacy'" (Ruth S. Nickse). The third for learners who do not make satisfactory progress toward achieving performance objectives in composition and reading. After an introduction, sections of the handbook discuss the philosophy, curriculum strands, curriculum matrix, and curriculum by grade levels and course of the model program. The handbook then presents detailed subject objectives and pupil performance objectives for each of the grades kindergarten through grade 12. The handbook next presents a district-wide grade-level assessment, a third-grade guarantee checklist, ninth- and twelfth-grade reading and writing proficiency test outcomes, a reading rubric, a writing rubric, a description of intervention services, portfolio assessment, guidelines for selecting reading materials, and suggestions for a reading list. A 79-item glossary and a list of 8 resources are attached. (RS)

ED 399 534 CS 215 437

Kirscht, Judy
Cross Talk: Opening Disciplinary Boundaries for Faculty and Students Alike.
PUB DATE- 26 Mar 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Inquiry; *Intellectual Disciplines; Interdisciplinary Approach; Interviews; Qualitative Research; Questioning Techniques; *Research Methodology; Statistical Analysis; *Teaching Methods; Undergraduate Students; *Writing Across the Curriculum
IDENTIFIERS- *Academic Discourse Communities; Cross Discipline Education; *University of California Santa Barbara

This paper begins with "insider" voices from disciplines that students in a writing program rarely encounter. As background, the paper muses on the theoretical and pedagogical potential of studying and understanding the rhetoric of inquiry in other disciplines as a way of arriving at a social constructionist view of knowledge. The paper notes that there is value in making faculty and students participants in conversations across disciplines and having them immerse themselves in the research processes that give rise to and shape the discourse of various fields. The paper focuses on the research process courses that students may take at either the sophomore or upper division level to satisfy the second quarter of the University of California, Santa Barbara's 2-quarter composition requirement. The paper points out that these are not courses in the research paper, but rather courses in the research process and the nature of disciplines. According to the paper, students begin by reading interviews that were conducted with faculty of different disciplines; then, in this section of the course, the students learn to move from a position or an interest to a research question. In the second section, the paper states, students learn how to research a question driven by library research; in the third section, students explore methodology, such as qualitative and quantitative research, field studies, or in-depth interviews. The paper contains illustrative comments which show student efforts in each of the sections of the course. (TB)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Creative Writing; Elementary Education; Instructional Improvement; Junior High Schools; Lesson Plans; Middle Schools; Writing Attitudes; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills; *Writing Strategies; *Writing Workshops
IDENTIFIERS- Writing Motivation

This book offers "teacher-friendly" lessons to plan flexible, interesting writer's workshop programs for students. The book gives short, self-contained lessons to boost writing skills and raise interest levels, whether they are used as a regular part of curriculum or plugged in as time allows. The book's 73 mini-lessons give the help needed to set up a writer's workshop in the classroom, including workshop evaluation forms, topic ideas, and writing-skill improvement lessons. The book also presents suggestions for incorporating writer's workshops into the yearly curriculum, along with a list of additional resources. The book's step-by-step guidance can turn students into enthusiastic writers and make teaching--and learning--creative writing a welcome part of the school day. According to the book, students will learn how to (1) show it, not tell it; (2) use lead-ins; (3) write dialogue; (4) be more descriptive; and (5) have fun with their writing. (CR)

ED 399 554 CS 215 488

Davis, Jeffry
Reviving the Rhetoric of the Christian Liberal Arts.
PUB DATE- Mar 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Christianity; Church Related Colleges; Higher Education; *Liberal Arts; *Outcomes of Education; *Religious Factors; *Rhetoric; Student Attitudes; *Student College Relationship; Student Development; Student Educational Objectives
IDENTIFIERS- Liberal Arts Colleges; *Rhetorical Stance

Many liberal arts colleges have moved away from the central aim of liberal arts learning--person formation for a qualitatively rich life--while still maintaining the liberal arts title. Of America's 3,400 colleges and universities, there are only 212 (6%) genuine liberal arts colleges today who do not award over 60% of their total number of annual degrees in professional fields. The vast majority of these are affiliated with a Christian church denomination or adhere to a Christian creedal stance. The art of rhetoric should be considered to articulate what liberal learning is and why it is important to educators and students. What is needed is not only a bold rhetoric, but a prophetic rhetoric which links the liberal arts message with the transcendent beliefs and values of the Bible. For a teacher at a Christian liberal arts college to possess a prophetic rhetoric, that teacher must assume, to some degree, the role of a prophet. Prophetic rhetoric challenges students toward deeper and stronger convictions about what they believe, why they learn, and how they relate to others. The rhetoric of

Learning Strategies; Lifelong Learning; *Public Speaking; *Self Efficacy; *Student Empowerment; Student Motivation; Student Surveys; Teaching Methods

IDENTIFIERS- Ethnomethodology; Oklahoma; University of Alaska Anchorage

This paper takes a ethnomethodological look at a typical Experiential Self-Empowerment Approach (ESA)-using speech class to see how the ESA uses 12 assumptions as background expectancies (Heritage, 1984) to accomplish personal growth in college public speaking classes. The following assumptions are addressed: (1) students deserve "something more" out of this experience than just public speaking; (2) public speaking is a vehicle for personal growth; (3) instructors need awareness and flexibility; (4) students are already innately competent speakers; (5) students need to learn to communicate thoughts; (6) present, positive thoughts are the key to success; (7) unifying the basic, adult, and higher selves pays rich dividends; (8) experiential learning lasts a lifetime; (9) personal growth flourishes in a supportive climate; (10) breaking through a comfort-zone fosters confidence; (11) lifelong learning is the goal; and (12) students benefit from knowing what to expect. Sudents' everyday practices within the setting of nine University of Alaska at Anchorage college classes are examined to see why the ESA experience can produce such dramatic, powerful, and desirable results. After instruction with the ESA in an additional 11 classes in colleges in Oklahoma, student evaluations showed that students enjoyed the method, the techniques, and the benefits of ESA. The paper also offers implications for teaching the basic course in college public speaking classes. Contains 37 references. (Author/CR)

ED 399 575 CS 509 314

Koehler, Carol; Neer, Michael

An Investigation of Variables That Define Collaborative and Critical Thinking: The Effects of Argumentative Style on Critical Thinking Competence and Social Tolerance.

PUB DATE- Jul 96

NOTE- 31p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (16th, Rohnert Park, CA, July 28-31, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Style; Communication (Thought Transfer); Communication Research; *Critical Thinking; Higher Education; Predictor Variables; Standardized Tests; Student Surveys; Thinking Skills

IDENTIFIERS- *Argumentativeness; Tolerance; University of Missouri Kansas City

A study investigated the relationships among trait argumentativeness (one's disposition to either approach or avoid an argument), argumentative flexibility (one's disposition to argue in either a flexible or collaborative manner, or an inflexible manner), and self-reported perception of critical thinking dispositions and their impact on critical thinking competence and social tolerance. Subjects, 90 students enrolled in an Introduction to Communication Theory course at the University of Missouri-Kansas City, completed 2 surveys which included the California Critical Thinking Disposition Inventory test, the Trait Argumentativeness Scale, measures of social tolerance, the Watson-Glaser Critical Thinking test, the

Hon, Linda Childers
"What Have You Done for Me Lately?": Exploring Effectiveness in Public Relations.
PUB DATE- Aug 96
NOTE- 54p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Higher Education; Interviews; Occupational Surveys; *Organizational Communication; *Organizational Effectiveness; *Organizational Objectives; *Public Relations
IDENTIFIERS- Media Relations; Practitioners

Little academic research has examined what public relations actually does for an organization. A study explored definitions of effectiveness in public relations and the value of effective communication. Interviews with 32 practitioners and 10 organization heads revealed numerous definitions of effectiveness, most having to do with achieving objectives for communication programs. The organizations for which these practitioners work include corporations, nonprofits, government, associations, and public relations agencies. Information is anecdotal and represents a breadth of perspectives. Some of the respondents included an adjunct professor who mentioned that effectiveness in employee relations makes money for organizations by improving job satisfaction and productivity, a publications manager for a state university who believed that her internal communications efforts have boosted job satisfaction and morale, and a director of development and alumni relations for a state university who argued that the visibility generated by effective public relations advances her department's goals. Other examples of effective programs uncovered are those whose respondents believe that public relations brings value by helping organizations survive when threatened, making money by fostering good relationships with key publics, and saving money through preventive media relations. One executive argued that the communication function could be elevated by better conveying the power and value of public relations in helping organizations move toward their goals. (Contains 60 references.) (Author/NKA)

ED 399 596   CS 509 342

Arant, Morgan David, Jr.
Going Online To Teach Journalism and Mass Communication.
PUB DATE- 10 Aug 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; *Computer Assisted Instruction; *Computer Mediated Communication; Distance Education; Higher Education; Instructional Systems; Integrated Learning Systems; *Journalism Education; *Mass Media; Media Selection; National Surveys; *Online Systems;

educational theory. The metaphor of "after Auschwitz" is the organizing theme for the sixth chapter. The thesis of chapter 7 is that science and education become the main "knowledge industries" within an "information state." Chapter 8 extends and develops the emphasis on the politics of the information society by examining the work of the Italian postmodern philosopher Gianni Vattimo. The theme of communication and the dream of a universal language constitutes the subject of chapter 9, which is investigated in terms of the metaphor of Hermann Hesse's "The Glass Bead Game." The metaphor of the "glass bead game" is used as a cultural lens for investigating the dream of a universal language and for examining the place of the university in cyberspace. Endnotes accompany each chapter and an index is included. (Contains 298 references.) (LMI)

ED 399 617 EA 027 858

Dorn, Sherman
Creating the Dropout: An Institutional and Social History of School Failure.
PUB DATE- 96
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attrition (Research Studies); *Demography; Dropout Characteristics; Dropout Prevention; Dropout Programs; Dropout Research; *Dropouts; High Schools; *Potential Dropouts; Role of Education; *Social History; *Social Problems
IDENTIFIERS- *Social Construction

One of the six national goals in the United States is to achieve a 90 percent graduation rate by the year 2000. In the last 50 years, high school graduation has become the norm. Concurrent with the new expectation of high school graduation came the dominance of the word "dropout" to describe those without diplomas. Many Americans view dropping out as dangerous for the individual as well as for society. Dropping out as a definition of a social problem, a reflection of expectations, and the target of social policies is the subject of this book. It begins with a brief summary of graduation experiences since 1940 and the changing role of high schools. The core of the book covers the early 1960s, when the phrase "dropout" emerged to become the dominant term describing those who leave school before receiving a diploma. The stereotype of high school dropouts that coalesced in the 1960s said much about how educators and social critics saw juvenile delinquency, labor markets, and gender roles. Dropouts continue to be spoken of as a social problem, and the language of dropping out reflects a deep ambiguity about the purposes of schools and the inability of schools both to socialize everyone and to act as meritocratic judges of ability and worth. The book argues that instead of seeing different educational outcomes as evidence of remaining inequities in schooling, Americans have focused instead on the social costs of dropping out, typically imagined as dependency, criminality, and lower economic productivity. Through use of this language, the social construction of dropping out has given high schools the burden of ameliorating poverty and preventing social chaos. However, schooling cannot solve the real problems that poor people face. Five tables are included. (Contains 438 references.) (LMI)

ED 399 618 EA 027 859

(055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Rights Legislation; *Compliance (Legal); *Constitutional Law; *Court Litigation; Disabilities; Educational Discrimination; Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equal Education; Equal Protection; Federal Legislation; Freedom of Speech; *Public Schools; Racial Discrimination; Religious Discrimination; Sex Discrimination; States Powers
IDENTIFIERS- *Supreme Court

This booklet offers a summary of United States Supreme Court decisions handed down through the end of the Court's 1994-95 term. The synopses include only the rule of law of the case and the facts necessary to the decisions. In a few situations the synopsis also includes a legal theory. The reference contains virtually all cases in which a public school district was a party and in which a substantive decision was rendered. It also includes some cases in which a school district was not a party. The book is organized by the constitutional provisions and federal statutes upon which the U.S. Supreme Court has based its decisions affecting public schools. It includes cases related to the U.S. Constitution and Bill of Rights (Amendments 4, 8, 10, 11, and 14), Civil Rights statutes, and funding statutes. A table of cases, a table of constitutional provisions and federal statutes, and a descriptive word index are also provided. (LMI)

ED 399 637 EA 027 882

Underwood, Julie; And Others
Individuals with Disabilities Education Act: A Legal Primer.
PUB DATE- Apr 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; *Disabilities; Discipline Policy; Due Process; Elementary Secondary Education; Eligibility; Equal Education; Expulsion; *Federal Legislation; Federal Programs; *Federal Regulation; Individualized Education Programs; Private Schools; *Public Schools; Special Education; Special Needs Students; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act

The concept of integrating children with disabilities into public school classrooms has paralleled the movement to integrate children of different races. In 1975, Congress enacted the Education for All Handicapped Children Act of 1975 (EAHCA), which became effective in 1977. Through regulations detailing precise procedural guidelines, EAHCA has attempted to define the major components of a free appropriate public education (FAPE) for children with disabilities. In 1990, Congress reauthorized the EAHCA and changed its title to the Individuals with Disabilities Education Act of 1990 (IDEA). This guidebook describes court litigation defining the application of the act with respect to the following areas: eligibility, assessment, individualized education program (IEP), appropriateness, least restrictive environment, related services, residential placements, changes in placement, expulsion, private schools, due process procedures, and remedies for violations. Appendices contain subchapters I and II of IDEA, selected federal leadership, power issues, unclear financial and operational agreements, and districts' reluctance to surrender control and autonomy. The following eight guidelines are offered: (1) establish among all consortia representatives an atmosphere where frequent and open dialogue is expected and where appreciation of others' points of view is the focus; (2) appoint a full-time leader who is granted meaningful authority and independence; (3) develop a clear agreement that specifies financial arrangements, policies, and procedures; (4) develop clear role descriptions; (5) provide support for staff, especially teachers; (6) delegate authority for local decision making to principals; (7) allow sufficient time for planning; and (8) budget for extra personnel and staff time. (Contains 21 references.) (LMI)

ED 399 657 EA 027 907

Bell, Edwin D.
To Create Self-Renewing Schools.
PUB DATE- Jul 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Japan-U.S. Teacher Education Consortium (JUSTEC) (Naruto City, Shikoku, Japan, July 15-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Doctoral Programs; Educational Administration; *Educational Theories; Graduate Study; Higher Education; *Organizational Change; Organizational Theories; Program Effectiveness; *Reflective Teaching

The changing world requires an improvement in school education, part of which involves the creation of self-renewing educational organizations to assist that implementation. This paper argues that the quality of teacher education can help to produce these self-renewing organizations and describes East Carolina University School of Education's efforts to act on these beliefs. The program is based in the School of Education and is administered by the Department of Educational Leadership (LEED), but works in collaboration with faculty from other schools within the university. The program's goal is to develop double-loop learning. A survey of 38 students enrolled during spring term 1996 indicates that they believed the program was rigorous and that they rated the advising, the interactions among the students and faculty, and the schedule and structure of the program as effective. Students suggested that faculty strengthen the research and methodology component and address gender and racial insensitivity. The paper concludes that the program needs to work harder at following the guiding principles of double-loop learning--valid information for decisions, free and informed choice, internal commitment to choice, and constant monitoring of implementation. A list of 14 students and the titles of their dissertations is included. (Contains 20 references.) (LMI)

ED 399 658 EA 027 909

Grogan, Margaret
Voices of Women Aspiring to the Superintendency.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test,

are male administrators. Chapter 5, "Honor, Preserve, and Protect Your Integrity," emphasizes the virtue of adhering to one's principles despite political pressures. "Reach Out to and Through Others," the title of the sixth chapter, stresses the importance of developing personal and professional support networks. The seventh chapter, "Practice What You Seek: The Importance of Mentoring," identifies the characteristics of effective mentors and describes how being a mentor can favorably affect one's professional life. "Lead by Example," the eighth chapter, explores the leadership styles and strategies most employed by successful women leaders. Chapter 9 briefly reviews historical perspectives on women in leadership positions in education and identifies important shifts that have occurred with respect to issues surrounding the underrepresentation of women in educational administration. The final chapter challenges women to seek leadership positions and to believe in their capabilities. Appendices contain copies of the two surveys. (Contains 78 references.) (LMI)

ED 399 675 EA 027 970

Pole, Christopher J., Ed.; Chawla-Duggan, Rita, Ed.
Reshaping Education in the 1990s: Perspectives on Secondary Schooling.
PUB DATE- 96
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Decentralization; Educational Economics; Federal Legislation; Foreign Countries; Free Enterprise System; *Governance; Institutional Autonomy; *School Based Management; School Choice; School Organization; *School Restructuring; Secondary Education; States Powers
IDENTIFIERS- United Kingdom

The 1988 Education Reform Act precipitated major educational change in the United Kingdom. This book is a compilation of papers originally presented at the 1994 Centre for Educational Development Appraisal and Research (CEDAR) conference at the University of Warwick (England). The papers focus on changes that have occurred and are occurring in the secondary sector, with a focus on three key areas of post-ERA education provision and management. Following the introduction by Christopher Pole and Rita Chawla-Duggan, three chapters in part 1 address issues related to schooling and the creation of an education market. They are: (1) "Dynamics of Competition--The Effects of Local Competitive Arenas on Schools" (Philip A. Woods, Carl Bagley, and Ron Glatter); (2) "Education and Business: Converging Models" (Ian Jamieson); and (3) "Unsaleable Goods and the Education Market" (Eric Blyth and Judith Milner). In part 2, the following four chapters examine different aspects of changes that have occurred in the governance of schools: (4) "The School, the Parent, the Banker and the Local Politician: What Can We Learn from the English Experience of Involving Lay People in the Site Based Management of Schools?" (Rosemary Deem); (5) "School Governing Bodies in Northern Ireland: Responses to Local Management of Schools" (Penny McKeown, Caitlin Donnelly, and Bob Osborne); (6) "Devolved Management: Variations of Response in Scottish School Boards" (Margaret Arnott, Charles Raab, and Pamela Munn); and (7) "The Grant Maintained Schools Policy: The English Experience of Educational Self-Governance" (Sally Power, David Halpin, and John Fitz). Chapters in part 3 focus on experience of local federally sponsored program to improve the identification of and services to young economically disadvantaged gifted children in 25 Ohio schools. This report provides information about the successes of the project teams in improving identification and service delivery practices. The overrepresentation and underrepresentation of ethnic groups in traditional gifted programs are discussed. The benefits to providing gifted services in the regular classroom, including teacher collaboration and challenges for all students, are highlighted. Noted are the move away from traditional gifted identification methods to a more inclusive multifactored identification process, and the effects of this change as seen in the ethnic composition of identified gifted students before and after the program. Positive transformative learning experiences of participating teachers and the resulting provision of differentiated instruction to gifted students are described. A graph shows the academic and social growth of participating students. Best practices in differentiating instruction to meet individual learner needs include are identified. Appendices include an Ohio Javits Grant abstract and a list of participating buildings and sites. (Contains 20 references.) (CR)

ED 399 693 EC 305 024

Similitude! Energy! Change! An Action Seminar for State Education Agency Directors of Programs for the Gifted and Talented (Washington, D.C., December 6, 1994).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 6 Dec 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Administrator Role; *Change Strategies; *Delivery Systems; Elementary Secondary Education; *Gifted; Special Education; *State Departments of Education; *Talent; Teacher Education

This report summarizes the actions and outcomes of a seminar attended by State Education Agency (SEA) directors of gifted and talented programs in December 1994. The meeting identified important issues in the gifted field, including: lack of gifted preservice course work and training programs; service for students in the regular classroom; the need for quality assurance through evaluation, state accountability systems, and dissemination of research; the need to mobilize parents; and the need to build on Goals 2000 and other federal legislation. Action steps the directors need to take are described, including: creating a means for communication, dialogue, and meeting with one another; consolidating findings of projects and research; developing and publishing best practice models for identifying and providing services to gifted students; endorsing the adoption of national standards for a more challenging curriculum for all students; and creating a forum that allows SEA directors and preservice/postservice providers to narrow the gap between practice and what is being taught in professional development courses. Appendices include a list of participants, an Ohio Javits Project description, a summary of SEA Action Seminar evaluations, and a comprehensive list of challenging issues developed at the seminar. (CR)

ED 399 694 EC 305 025

ED 399 711 EC 305 042

Transition Activity Calendar for Students with Visual Impairments.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; College Admission; *College Bound Students; College Choice; *College Preparation; Communication Aids (for Disabled); Extracurricular Activities; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; Junior High Schools; Low Vision Aids; Mobility Aids; Paying for College; School Guidance; Services; Skill Development; *Student Personnel Services; Student Problems; *Visual Impairments

This brochure provides college preparation suggestions for students with visual impairments in junior and senior high school. Each section includes a checklist of activities to be accomplished during a given grade in preparation for college. The 11th grade and 12th grade sections have a month-to-month guide. Recommended activities include: exploring different careers; participating in extracurricular activities, clubs, and organizations; taking a part-time or summer job or performing volunteer work; planning on how to pay for college; learning how to use different communication aids; discussing options with school guidance counselors, vocational rehabilitation counselors, and others; contacting colleges to learn about available student support services; taking standardized admission tests; and applying for admission. The guide also discusses the problems students with visual impairments face when attending colleges, including: (1) managing their time; (2) accessing written materials; (3) having enough money; (4) handling difficult classes; and (5) arranging for transportation. Also listed are suggestions offered by college students with visual impairments, focusing on: preregistering for classes; communicating with professors; locating transportation; ordering textbooks early; and making housing arrangements. A list of relevant resource organizations and materials is provided. (CR)

ED 399 712 EC 305 043

Partners during Changing Times. An Information Booklet for Parents of Children with Special Needs.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Disability Identification; *Due Process; Early Childhood Education; Educational Policy; Elementary Secondary Education; *Financial Support; Foreign Countries; Health Services; Individualized Education Programs; Parent Associations; Parent Participation; *Parent Rights; *Parent Role; *Parent School Relationship; Student Placement; Teamwork

inattention, impulsivity, and hyperactivity. The brief reviews the causes of ADHD, including the belief that it is primarily an inherited, neurobiological disorder. The effects of ADHD on children are discussed and may include: other learning, behavioral, emotional, and developmental problems; memory and organizational problems; poor self-esteem and poor social adjustment; and school failure. The diagnosis of ADHD is reviewed, including observed neurobiological differences in individuals with ADHD. The multiple methods used to diagnose ADHD are described, including: (1) interviews with the parents and child; (2) direct observation in various settings; (3) a battery of achievement and psychometric tests; and (4) feedback from parents, teachers, and others about the child's behavior. The brief addresses how ADHD is treated and the determination that a multimodal approach is best. Recommendations for schools include: procedures for identifying a student with ADHD should allow enough time to gather adequate information; modifications and accommodations should be made to assist students with ADHD; and interventions need to be proactive and focus on the prevention of negative behavior. (Contains 39 references.) (CR)

ED 399 729 EC 305 060

Gregg, Soleil
ADHD--Building Academic Success. Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Environment; Classroom Techniques; *Educational Strategies; Elementary Secondary Education; *Hyperactivity; *Intervention; *Performance Factors; *Student School Relationship; Symptoms (Individual Disorders)

This policy brief discusses students with attention deficit hyperactivity disorder (ADHD) and their school performance. Reasons are presented to explain why children with ADHD fail. The three main characteristics of ADHD (inattention, impulsivity, and hyperactivity) and their interference with academic performance are discussed. The brief describes the problems with traditional classroom practices that make schooling an ordeal for many children with ADHD, including school demands for self-control and self-direction. The belief that many school problems experienced by children with ADHD do not result solely from biological factors but from a mismatch between the child and the environment is reviewed. The report evaluates schools' responses to academic failure and school-child relationships. A multimodal treatment for ADHD is recommended that includes a combination of academic, behavior, and medical interventions to help children succeed. The brief describes the necessity of the participation of parents, health-care professionals, and school personnel for effective treatment. Types of interventions are explained, including: specific, individual accommodations; behavior management techniques; modification of test delivery; homework tailoring; reduction of class size; and comprehensive changes in the school environment. Questions for policymakers and educators to

PUB DATE- 96

NOTE- 309p.; Second edition title was: "Teaching the Moderately and Severely Handicapped." For all 3 volumes, see EC 305 084-086.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Augmentative and Alternative Communication; *Communication Disorders; Communication Skills; *Curriculum; *Disabilities; Early Intervention; Elementary Secondary Education; Expressive Language; *Instructional Development; Interpersonal Communication; Language Acquisition; *Nonverbal Communication; Oral Language; Preschool Education; Receptive Language; Skill Development; *Verbal Communication

This second of three manuals providing a functional curriculum for students with disabilities focuses on the development of nonverbal and oral communication skills. An introductory chapter provides an overview of the curriculum and offers guidelines for developing instructional plans for the following two units of study. Unit 1 considers the development of nonverbal communication, including use of common gestures, use of vocal tones to communicate feelings, appropriate responses to facial expressions and gestures, and use of augmentative and alternative means of communication. Unit 2, on verbal communication development, covers the motor, auditory, vocal, play, and interactive skills developed during the preverbal stage, the one-word stage, and subsequent stages of linguistic development. The curriculum focuses on acquisition of the necessary oral communication skills within the social context, in the following settings: learning, interpersonal interactions, work situations, leisure time pursuits, family participation, community participation, financial transactions, and travel within the community. Each unit presents general goals, sample lesson plans, and suggested readings, and a list of selected materials and resources. Suggested activities are grouped into teacher interventions and family interventions, and then further specified into four distinct age/grade levels: infant/toddler/preschool; primary; intermediate; and secondary. Each unit contains references. (DB)

ED 399 747 EC 305 086

Valletutti, Peter J.; And Others

A Functional Curriculum for Teaching Students with Disabilities. Volume III: Functional Academics. Third Edition.

PUB DATE- 96

NOTE- 298p.; Second edition title was: "Teaching the Moderately and Severely Handicapped." For all 3 volumes, see EC 305 084-086.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Basic Education; Basic Skills; Beginning Reading; *Curriculum; Daily Living Skills; *Disabilities; Elementary Secondary Education; Functional Literacy; *Instructional Development; *Mathematics Instruction; Mental Retardation; *Reading Instruction; Safety Education; Severe Disabilities; Teaching Methods; *Writing Instruction

"sociolinguistic interference" might be more important for education than dialect differences. Hymes defines competence as capability located in individual persons, and translates Noam Chomsky's concept of underlying shared knowledge as "systemic potential." He distinguished between what is not said because there is no need to say it and what is not said because the individual does not have a way to say it. Competence is viewed as an individual quality, including knowledge of a formal grammatical structure and also knowledge of form/function relationships (appropriateness). The issue of defining appropriateness for pedagogical purposes has stimulated discussion, but in keeping with the contemporary emphasis on the active role of the learner, a definition focusing on the learner's grasp of language for use is gaining ground. Contains 13 references. (MSE)

ED 399 765 FL 024 089

Jaramillo, James A.; Solano, Angele
Common Geometry Shapes/Formas Geometricas: An Introductory-English Lesson & Introductory Spanish Lesson.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Class Activities; Classroom Techniques; *English (Second Language); *Geometric Concepts; *Geometry; Grade 1; Introductory Courses; Lesson Plans; *Manipulative Materials; Mathematics Instruction; Primary Education; Spanish Speaking; Visual Aids

A lesson plan for first-grade children beginning to learn English describes an activity using manipulatives and visual aids to develop recognition of three geometric shapes (circle, square, rectangle), their names, and a few additional words in English (e.g., "bag," "table," "door"). Students are grouped at tables of four to six and provided with name-marked items of the appropriate shape. When directed by the teacher, students match the shape indicated with the corresponding item on the table, then practice pronunciation of the English word. Subsequently, students are instructed to bring the items to a central location, and are encouraged to find other similar shapes within the classroom. (MSE)

ED 399 766 FL 024 090

Huang, Su-yueh
EFL University Students' Perceptions of Their Performance in Peer Response Sessions.
PUB DATE- 19 Oct 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *English (Second Language); *Feedback; Foreign Countries; Freshman Composition; Higher Education; *Peer Evaluation; Revision (Written Composition); Second Language Instruction; *Self Evaluation (Individuals); *Student Attitudes; Student Journals; *Writing Instruction
IDENTIFIERS- Taiwan

A study investigated university students' perceptions of the performance of peer evaluation groups in English-as-a-Foreign-Language (EFL) writing instruction, and of their own

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adult Education; *Adult Literacy; Age Differences; *Bilingualism; Children; Chinese; Classroom Techniques; Comparative Analysis; Cultural Context; Educational Strategies; Elementary Secondary Education; *English (Second Language); Grade 3; Grade 4; High School Students; Hispanic Americans; Immigrants; Language Research; Learning Disabilities; *Literacy; Literacy Education; Mexican Americans; Pragmatics; Reading Comprehension; Reading Instruction; Second Language Learning; Sociocultural Patterns; Spanish; *Writing (Composition)

A collection of articles on English-as-a-Second-Language literacy and literacy education include: "Contextual Issues in the Study of Second Language Literacy" (Susan R. Goldman); "Mexican Adult Literacy: New Directions for Immigrants" (Concha Delgado-Gaitan); "Factors Affecting Development of Second Language Literacy" (Richard Duran); "Reading in a Second Language: Studies with Adult and Child Learners" (Barry McLaughlin); "Patterns of Performance Among Bilingual Children Who Score Low in Reading" (Mary Sue Ammon); "Comprehension of Content Area Passages: A Study of Spanish/English Readers in Third and Fourth Grade" (Marie de la Luz Reyes); "Oral Reading Miscues of Hispanic Good and Learning Disabled Students: Implications for Second Language Reading" (Ofelia Miramontes); "The Development of Writing Skills Among Hispanic High School Students" (Benji Wald); "Metapragmatic Knowledge of School-Age Mexican-American Children" (Louise Cherry Wilkinson, Celia Genishi); "Teacher Language Use in a Chinese Bilingual Classroom" (Larry F. Guthrie, Grace Pung Guthrie); and "Organizing Classroom Instruction in Specific Sociocultural Contexts: Teaching Mexican Youth To Write in English" (Henry T. Trueba). Author and subject indexes are included. (MSE)

ED 399 788 FL 024 113

Williams, Neil
Beyond the Message: English with an Attitude.
PUB DATE- Mar 96
NOTE- 40p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Cultural Context; *English (Second Language); Figurative Language; Language Patterns; Language Usage; *Language Variation; *Pragmatics; *Pronunciation; Second Language Instruction; *Sociocultural Patterns; *Suprasegmentals; Worksheets

Four aspects of English pragmatics that are often puzzling to students of English as a Second Language (ESL) are discussed and exemplified: certain mechanics (ellipsis; blended words; a-grammaticality); vague superordinates (generic verbs such as "get," "let," "do," "be," "have"; preposition with metaphoric extension such as "up," "in," "off," "through"; minimalist reference such as "stuff," "...or something," "...and all"; contextual anaphor such as "that's IT," "THAT's it"; attitude marking (suprasegmentals; contrast; intensification; intensification/mitigation); and "doing words" (reactions; signals; confirmation checks). Reasons and contexts for misunderstanding are examined briefly in each case. A

Contains 32 references. (MSE)

ED 399 809 FL 024 136

Greyling, Willfred J.
Sinclair & Coulthard Revisited: Global- and Local-Allocational Turn-Taking Mechanisms in the Language Classroom.
PUB DATE- 95
NOTE- 28p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Classroom Communication; Discourse Analysis; Foreign Countries; Group Dynamics; *Interaction; Interpersonal Communication; Language Fluency; *Language Patterns; Language Research; Linguistic Theory; *Pragmatics; Second Language Instruction; Second Language Learning; *Second Languages; Student Behavior; Teacher Behavior; *Teaching Styles
IDENTIFIERS- *Turn Taking

A study examined global- and local-allocational preselection mechanisms for turn-taking in the language classroom, using two corpuses of classroom discourse illustrating both accuracy- and fluency-based modes of language teaching. It was found that teacher-directed accuracy work yielded Initiation-Response-Feedback patterns governed by local-allocational projection mechanisms for turn-taking, while the fluency-based work was characterized by global-allocational preselection mechanisms for turn-taking, which allow learners to produce multiple-utterance responses. The two corpuses of data display typical discourse features that are related to restricting or facilitating learner initiative, single-utterance versus multiple-utterance learner response, and form versus content feedback. It is shown that these typical discourse features may be used as evidence to confirm or invalidate teacher claims about their modes of language teaching. It is suggested that teachers who are aware of theses features may generate and test specific predictions about their interactions with learners. A set of if-then predictions is generated for each corpus. Data excerpts are appended. Contains 27 references. (Author/MSE)

ED 399 810 FL 024 137

Burt, Susan Meredith
Where Does Sociopragmatic Ambiguity Come From?
PUB DATE- 95
NOTE- 13p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; Discourse Analysis; *Language Patterns; Language Research; Linguistic Theory; *Pragmatics; *Second Languages; *Sociocultural Patterns; Sociolinguistics

Sociopragmatic ambiguity (SPA) is claimed here to differ from other, better-known types of ambiguity, in terms of its locus, cause, and effect. SPA is characteristic of whole-discourse features rather than of lexical items or phrases. The ambiguity is one of social rather than ideational or semantic meaning. It is claimed that SPA arises through an identifiable interaction between two maxims (confluence), in which two maxims enjoin the

Ugwu); "Implementation of Manpower Training Programme in Governmental Organizations (An Example of Dornier Training Support to the Nigerian Navy)" (M. O. Bakare); "Implementation of Manpower Training Programme by Governmental Organisations"; and "Technical Education--The Way Forward." Concluding the proceedings are a summary of workshop observations and recommendations and lists of workshop participants and official reporters. (MN)

ED 399 361 CE 072 407

Smirnov, I.; And Others
The Role of Technical and Vocational Education in the Education System of the Russian Federation.
PUB DATE- 95
NOTE- 23p.; Product of UNEVOC, the International Project on Technical and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Educational Change; Educational Legislation; *Educational Needs; Educational Objectives; Educational Practices; Educational Trends; *Education Work Relationship; Elementary Secondary Education; Enrollment; Foreign Countries; *Government School Relationship; Models; Outcomes of Education; Postsecondary Education; *Role of Education; State Standards; Trend Analysis; *Vocational Education
IDENTIFIERS- *Russia

The deep economic and social problems associated with the Russian Federation's move to a market economy have extended to Vocational Education (VE). Nearly 50% of 1994's VE graduates could not get a job, and Russia's new constitution has thrown vocational schools into the market without any state support, thereby forcing many schools to become overly commercialized. In an attempt to remedy the situation, a new state standard has been adopted to serve as a model for VE that is based on the European system of five stages of VE. It is designed to prepare students for professions requiring three different levels of qualification. The new model views VE as an element of a system of interaction between the state, employers, and trade unions and gives vocational schools and regional educational authorities more independence. Unfortunately, the funds allocated to implement the new model are sufficient only to design the standards. The immediate challenge is to identify the priorities of VE in order to develop and implement needed reforms gradually enough to avoid drastic social consequences. (Contains 12 references. Appended are tables/facts about the following: development of VE in 1985-1994; VE students, graduates, and personnel; provisions of the state standard.) (MN)

ED 399 362 CE 072 408

Establishing Partnership in Technical and Vocational Education. Co-operation between Educational Institutions and Enterprises in Technical and Vocational Education. A Seminar for Key Personnel from Africa and Asia (Berlin, Germany, May 2-12, 1995).
PUB DATE- May 95
NOTE- 166p.; Product of UNEVOC, the International Project on Technical and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal

guidelines, curricula, textbooks, and educational standards are set at the federal level; (3) the government recommends changes in the educational system to achieve 100 percent literacy, to introduce high-technology disciplines, and to develop human resources to meet future labor needs; (4) although technical education and vocational training have increased in the last 30 years, more higher-quality facilities are needed; (5) 35 polytechnics and 14 colleges of engineering offer a 3-year postsecondary course in associate engineering; and (6) technical education and training of technicians is considered crucial to labor force development in order to achieve the socioeconomic goals of Pakistan's developing economy. (KC)

ED 399 378 CE 072 426

National Profiles in Technical and Vocational Education in Asia and the Pacific: Papua New Guinea.
PUB DATE- 95
NOTE- 51p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Papua New Guinea

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in Papua New Guinea. The four parts of the document provide information about the following: the geography, the history, and the economy of the country; the educational system; technical education; and a list of technician education institutions. Appendixes provide statistical information about the economy and the educational system. Some of the highlights are as follows: (1) Papua New Guinea is a "lower middle income" country, but its educational status is actually worse than the average of the lowest income countries; (2) the country is made up of at least five ethnic groups, peace is a challenge, and the economy must grow in order to provide employment; (3) mining and education for mining occupations is important for the future of the country; (4) the education system has four levels: primary (grades 1-6), lower secondary (grades 7-10), upper secondary (grades 11-12), and higher education; (5) only about 55 percent of children complete 6 years of schooling, and fewer enter or complete high school; (6) technical education is provided in lower secondary schools and in technical institutions although many more are needed. (KC)

ED 399 379 CE 072 427

National Profiles in Technical and Vocational Education in Asia and the Pacific: Philippines.
PUB DATE- 95
NOTE- 47p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business Administration; *College Role; Educational Research; *Entrepreneurship; Postsecondary Education; Role of Education; *School Role; Small Businesses; Vocational Education
IDENTIFIERS- *Business Incubators

A national survey examined the collective experiences of entrepreneurs, business incubator managers, and postsecondary institutions involved in educational and training strategies aimed at fostering entrepreneurship. The sample included incubators sponsored by universities (n=75), two-year colleges (n=25), and other sources (n=100). The survey also targeted 400 clients of incubators. Questionnaires were returned from 40 percent of incubator managers and 45 percent of incubator clients. Results showed a limited contribution of two-year colleges in business incubation; they appeared to be providing primarily commercial space at low cost and clerical support to entrepreneurs rather than consulting services and strategies aimed at fostering entrepreneurship. Although incubators sponsored by two-year colleges appeared to be supporting a slightly more diverse population of entrepreneurs in comparison to university-sponsored incubators, both managers and in-house clients were predominantly represented by Caucasian males. Five entrepreneurial characteristics were identified by managers and entrepreneurs: personal characteristics, technical preparation, business and management skills, entrepreneurial vision, and interpersonal skills. The contribution of two-year colleges to the business and technical preparation of entrepreneurs was disproportionately low in comparison to the contribution of four-year colleges and graduate schools. (Appendixes include 30 references and the survey instruments.) (YLB)

ED 399 396 CE 072 481

Hernandez-Gantes, Victor M.; And Others
Fostering Entrepreneurship through Business Incubation: The Role and Prospects of Postsecondary Vocational-Technical Education. Report 2: Case Studies.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 80p.; For related reports, see CE 072 480-482.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; Case Studies; *College Role; Educational Research; *Entrepreneurship; Role of Education; *School Role; Sex Fairness; Small Businesses; *Technical Institutes; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Business Incubators

This report presents nine case studies featuring efforts to foster community development through business incubation and entrepreneurial programs at two-year colleges. A background section discusses case description, and organization and format of case studies. The second section describes the case study design. Each case study is introduced with a brief description of the setting--economic context, regional culture, and characteristics of the particular location. The component on education and training services provides details on content, delivery format, instruction arrangements, cost, and impact on entrepreneurs. Throughout each section are found perspectives of entrepreneurs, incubator staff, college staff, and students to enrich the descriptions with personal insights, personal evaluations of experiences, and experiences of minority and female entrepreneurs. Case studies are arranged in three expectations of the journal, and quantity and quality of feedback. Several teaching strategies can be used to encourage reflection. Teachers can serve as mentors and coaches, steering adult learners to document their learning journey through journal writing. (Contains 18 references.) (KC)

ED 399 414 CE 072 518

Lankard, Bettina A.
Acquiring Self-Knowledge for Career Development. ERIC Digest No. 175.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; Classroom Techniques; Cognitive Processes; Educational Assessment; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Experiential Learning; Learning Activities; *Learning Strategies; Portfolio Assessment; Postsecondary Education; *Self Concept; Self Concept Measures; *Student Evaluation; *Teaching Methods
IDENTIFIERS- ERIC Digests

Learners of all ages need to expand their self-knowledge and determine the ways their interests and abilities are applicable in the changing social, economic, and work environments. Many of the new ways of teaching and learning offer processes by which students can gain experiences that enhance their self-knowledge. These varied learning processes include brain-based learning and problem-based learning. Educational methods such as performance-based instruction with criterion-referenced evaluation components, assessments using performance tests and authentic assessments, or documentation of performance through career passports and portfolios also contribute to self-awareness. Self-knowledge requires reflection on what was learned through these processes and what needs to be learned, the process by which learning occurred, and how that learning has enhanced what the student knows about him/herself in relation to work. Journal writing is a useful technique to stimulate reflections throughout the learning process. Whether through experiential, on-the-job, classroom, or community and service learning, students can enhance their awareness of themselves and their career development by continually summarizing for reflecting upon what they are learning as they continue their progression through school and work. (KC)

ED 399 415 CE 072 522

Nabisco Foods Division--"New Indy" Workplace Literacy Project. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 95
NOTE- 700p.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

NOTE- 15p.; For related documents, see CE 072 551-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Employment Qualifications; *Evaluation Methods; *Industrial Training; *Job Skills; *Needs Assessment; Performance Based Assessment; *Personnel Evaluation; Portfolios (Background Materials); Standardized Tests; *Workplace Literacy

This guide is intended to help project directors, coordinators, and other professional staff involved in developing and delivering workplace education programs do the following: understand the confidential nature of workplace education skills assessments and recommended measures in dealing with confidentiality; differentiate between the various types of assessment to determine the type of assessments to use/develop; and identify various standardized assessments commonly used in workplace education programs. The following topics are discussed in the guide's individual sections: rationale for workplace education skills assessment; the multiple partners in the workplace education assessment process (portfolios as assessment, customized assessment, learner interviews and/or surveys, curriculum-based assessment, and standardized tests); legal considerations (high- versus low-stakes assessment and confidentiality agreements); and standardized skills assessments. Contains a list of eight informational resources. (MN)

ED 399 433 CE 072 555

Burkhart, Jennifer
Conducting the Job Task Analysis.
PUB DATE- 95
NOTE- 17p.; For related documents, see CE 072 551-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classruom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Basic Skills; *Curriculum Development; Employment Qualifications; *Industrial Training; *Job Analysis; Questionnaires; *Task Analysis; *Workplace Literacy
IDENTIFIERS- 353 Project

This guide, which is intended for project directors, coordinators, and other professional staff involved in developing and delivering workplace education programs, explains the process of conducting a job task analysis to create customized curricula to meet the workplace education students' needs. After a brief discussion of the rationale for conducting a job task analysis, the job task analysis process is described as a procedure whereby supervisors and competent workers are observed, questioned, interviewed, and asked to supply materials so that the work-related competencies and basic skills required to perform a given job can be identified and used as a basis for developing a job-specific curriculum. Provided next are general guidelines for conducting a job task analysis and specific guidelines for interviewing/observing and collecting and organizing information. Also included are the following: sample employee and supervisor questionnaires; lists

Adult Education" (Rockhill); "Organic Intellectuals of the State and Political Struggle in the University" (Cunningham); "Adult Education's Prospects in a Post-University World" (Smith); "Universities and the Community" (Thomas); "University on the Line" (Rooney); "The Disintegration of Andragogy, the Emergence of the Social Learning Paradigm" (Welton); "The Competence of Worker Bees" (Janice Malcolm); "Historical Perspectives on Workers and Workplace Learning" (Schied); "Investigation by Eventalisation" (Davidson); "Prostitutes as Adult Educators" (Hanson); "Epistemology and the Politics of Self-Education" (Baer-Doyle); "Postmodernity and the Educating of Educators" (Edwards, Usher); "Ways of Talking about Knowledge in NIU (Northern Illinois University) ACE (Adult and Continuing Education) Doctoral Dissertations Epistemology and the Future of Adult Education" (Woll); "The 'Why' Factors in the Training of Adult Educators" (Benn, Fieldhouse); "Analysis, Imagination and Commitment in the Education of Adult Educator" (Williamson); "Formal Courses of Professional Education for Australian Adult Educators" (Morris, Gonczi, Tennent); "Adult Education in Anti-Nuclear Advocacy" (Regnier, Penna); "Educating the Adult Educator in an Information Society" (Jarvis); "Economic Globalization" (Cruikshank); "Globalising University Adult Education?" (Holford); "Innovation in the University Context for Educating Adult Educators" (Henschke); "Research into Adult Self-Directed Learning in Britain and Its Implications for Educating the Adult Educator" (Percy); "Using Quality Circles in University Education for Adult Educators" (Willis); "Training Professionals to Moonlight as Educators of Adults" (Lawrence); "Humour in Adult Education" (Cathro); "Getting Off the Perch--Strengthening Ties between Adult Education and K-12 Education Faculty" (Day); "Adult Learning Models in Post Secondary Settings" (Ambury); "A Quality-Learning Organization as a Model for Vocational Learning Centers in Finland" (Sarala, Sarala); "Applications and Implications of 'Learning to Learn'" (Rose); "Good Question! Collaborative Learning and the Intentional Stance" (Peters); "Corner Men Out of the Ring--Will Adult Education Survive the Punches of Pedagogical Education?" (Tuomisto); "Social Purpose, Cultural Identity, or Competence?" (Cooke); "Critical Analysis of the History of the Social Construction of Gender from a 'Feminist' Prospective" (Bornheutter); and "Organic Intellectuals" (Holtslander). (MN)

ED 399 453 CE 072 594

Edwards, Hazel
Workdays. A Day in the Life of...the Chef.
PUB DATE- 93
NOTE- 25p.; For related documents, see CE 072 595-603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Career Education; Career Exploration; *Cooks; Food Service; Foreign Countries; High Interest Low Vocabulary Books; *Literacy Education; *Occupational Information; *Quality of Working Life; Reading Instruction
IDENTIFIERS- *Australia

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a chef about her job. The following questions are answered: what the chef does, why the person chose the field of employment, chapter explores how diary writing intensifies the student-teacher relationship and stimulates personal growth and discovery in the classroom. It is believed that by writing weekly diaries and by hearing a few of these entries read aloud, students are often able to experience personal breakthroughs. (RJM)

ED 399 474 CG 026 665

Peterson, Christopher; And Others
Learned Helplessness: A Theory for the Age of Personal Control.
PUB DATE- 95
NOTE- 359p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Apathy; Attribution Theory; Depression (Psychology); Emotional Problems; Failure; *Helplessness; Individual Power; *Inhibition; *Physical Environment; *Psychological Patterns; Social Behavior; Social Environment
IDENTIFIERS- Control (Social Behavior)

Experiences with uncontrollable events may lead to the expectation that future events will elude control, resulting in disruptions in motivation, emotion, and learning. This text explores this phenomenon, termed learned helplessness, tracking it from its discovery to its entrenchment in the psychological canon. The volume summarizes and integrates the theory, research, and application of learned helplessness. The chapters discuss: the phenomena of helplessness and personal control; observations of learned helplessness in animals, including an account of how the condition was first observed in dogs who were repeatedly shocked; the biology of learned helplessness, with an emphasis on biochemical reactions and their effects on organisms; learned helplessness in people, including a meta-analysis of human helplessness studies; the attributional reformulation, which looks at causal explanations and the locus of control; connections between learned helplessness and depression; social problems arising from learned helplessness; correlations between learned helplessness and physical health; and an epilogue which examines the importance of control and some of the disputes surrounding the concept of learned helplessness. Each chapter critically evaluates what is known and not known about relevant topics and offers suggestions for future research. Contains over 550 references, as well as an author index and a subject index. (RJM)

ED 399 475 CG 026 673

Theesen, Karen A.
The Handbook of Psychiatric Drug Therapy for Children and Adolescents.
PUB DATE- 95
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Drug Therapy; Elementary Secondary Education; *Medicine; *Pharmacology; *Pharmacy; *Psychiatry; Reference Materials
IDENTIFIERS- *Psychotropic Medication

A compilation of literature and clinical wisdom, this handbook skills and conflict resolution; (2) academic activities that improve thinking skills in reading and writing; and (3) classroom procedures that enhance a caring climate. Post intervention data indicated a decrease in disruptive behavior and an increase in academic success. Thirty-nine appendices account for 33% of the document and contain all materials used in intervention. Contains 36 references. (JBJ)

ED 399 494 CG 027 344

Orkin, Wendie
Improving Student Life Skills through Classroom Intervention and Integrated Learning.
PUB DATE- 23 Apr 96
NOTE- 126p.; Master's Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Cooperation; *Curriculum Development; *Daily Living Skills; *Decision Making Skills; Elementary Education; Elementary School Students; *Interpersonal Competence; Intervention; Problem Solving

There is a widespread problem with schools having the ability to turn out young people equipped with skills needed to properly function in society. This report describes a program for increasing skills necessary for learning and for living such as cooperation, perseverance, problem solving, and friendship. The targeted population was elementary school students in a growing, middle class community. Faculty reported a weakness in student's interpersonal and social skills, and data revealed a lack of knowledge and skills related to working together, achieving personal best, problem solving, and making friends. Review of curricula content and instructional strategies revealed an over emphasis on skilled subjects, leaving little or no time for life skills to be taught in the classroom. Three categories of intervention were indicated: (1) an integrated unit to teach students basic life skill vocabulary; (2) the development of a program to implement the use of life skills in the classroom; and (3) a plan to connect the life skills throughout the entire school. Post-intervention data indicated an increase in awareness of the Life Skill vocabulary, an improvement in using and understanding Life Skills, and the development of a foundation for future growth. Twenty-two appendices account for 25% of the document and contain all materials used in intervention. Contains 41 references. (JBJ)

ED 399 495 CG 027 345

Carlson, Kathryn R.
Promoting Positive Peer Interaction through Cooperative Learning, Community Building, Higher-Order Thinking and Conflict Management.
PUB DATE- May 96
NOTE- 103p.; Master's Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Communication Skills; *Conflict Resolution; *Cooperative Learning; Disadvantaged

section contains readings for the two required modules of the course, which address the need for family literacy and planning issues. The fourth section consists of an introduction to the six elective modules. The fifth section presents reading materials and a sample exercise related to the third module (an elective module) of the course--proposal writing. Some modules contain selected abstracts from the ERIC database. (RS)

ED 399 514 CS 012 596

Lloyd, Paul, Comp.
Developing Family Literacy Programs: Course Handbook II--Education L530.
PUB DATE- 96
NOTE- 258p.; Some materials may not reproduce legibly. For Course Handbook I, see CS 012 595.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Curriculum Development; Distance Education; Evaluation Methods; Higher Education; Intergenerational Programs; *Lesson Plans; *Literacy; Parent Education; Program Development; Reading Materials; *Reading Material Selection
IDENTIFIERS- *Family Literacy

Part 2 of a two-part handbook presents reading materials and sample exercises for a distance education course designed to enhance an understanding of the nature of family literacy needs and to show how to develop and teach in family literacy programs. The five elective modules for the course include: designing curriculum materials for parents, designing curriculum materials for children, selecting appropriate published materials, developing lesson plans, and constructing evaluation measures. Each module in the book consists of reading materials and a sample exercise. Some modules contain selected abstracts from the ERIC database. (RS)

ED 399 515 CS 012 597

Lloyd, Paul, Comp.
Developing Workplace Literacy Programs: Course Handbook I--Education L530.
PUB DATE- 96
NOTE- 138p.; For Course Handbook II, see CS 012 598.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Basic Skills; *Course Descriptions; Curriculum Development; Distance Education; Educational Planning; Evaluation Methods; Higher Education; Lesson Plans; Program Development; Proposal Writing; Reading Materials; Task Analysis; *Workplace Literacy

This handbook presents course information, reading materials, and sample exercises for a distance education course designed to enhance an understanding of the nature of workplace literacy needs and to show how to develop and teach in workplace literacy and basic skills programs. The first section of the handbook discusses the structure of the course, the assessment scheme, texts, and assignments. The second section presents brief introductions and reading materials for the two required modules of the course, which address the need for workplace literacy and planning issues. The third section presents six elective modules (consisting of reading materials, sample

ED 399 535 CS 215 444

Adler-Kassner, Linda
To and through the Academic Conversation.
PUB DATE- Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Writing; *Electronic Mail; Higher Education; Reading Improvement; *Reading Skills; *Reading Strategies; Standard Spoken Usage; *Student Development; Writing Assignments
IDENTIFIERS- *Academic Discourse; *Gilyard (Keith); University of Minnesota

In a basic-level writing course at the University of Minnesota, students were asked to read and engage in intelligent conservation about Keith Gilyard's "Voices of the Self." The book is about education but alternates autobiographical material with scholarly analysis. Literacy researchers expect students to read a text, understand what it has to say, and use it in some way (in writing or speaking) that demonstrates their understanding as part of the conversation of their classes. Many students, however, are not familiar with academic culture and ideology; they do not know what constitutes a literate reading; and they do not have the confidence to read texts that would be considered standard in the academy. Writing instructors may want to help students overcome these limitations but they also want to make the experience of academic discourse human and meaningful. Students need to make sense of their reading in light of their own experience and lives. Frequent and informal writing assignments handled over electronic mail can help attain these objectives since the instructor has a chance to respond personally to the development of each student, to encourage them to cultivate their own readings of a text. Excerpts from students' e-mail messages and essays shows their noteworthy development over the course of a semester. In the final weeks of the class, they communicated with Gilyard himself. Their understanding of literate conversation is shown by the critical nature of their questions. (TB)

ED 399 536 CS 215 445

Crimmel, Hal
Prudes and Conservatives; or, Everybody Does It but Literature Teachers: Creative Writing Assignments.
PUB DATE- Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Writing; Graduate Students; Higher Education; Introductory Courses; *Literary Criticism; Literature Appreciation; *Writing Assignments; *Writing Instruction

consumerism vies for control, but is exposed and opposed by the prophetic rhetoric as it relates to the aims of education. Christian rhetoric should challenge students and instructors to consider again the reasons why they study and teach at religiously affiliated liberal arts colleges. ("A Rhetoric of Christian Liberal Arts" is attached; contains 9 references.) (CR)

ED 399 555 CS 215 489

Zimmerman, Ray, Ed.; And Others
Writing 139: An Instructor's Manual.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Course Descriptions; Electronic Mail; Higher Education; Interdisciplinary Approach; Internet; Reading Material Selection; Teaching Methods; *Writing Instruction
IDENTIFIERS- *University of California Irvine

This instructor's manual is designed to improve the instructional support program for Writing 139, an interdisciplinary advanced composition class at the University of California, Irvine taught primarily by graduate student teaching assistants. After a brief history and overview of the course, the manual presents sections that address the rationale for the course; frequently used books, articles, and videos; course specifications and policies (including page lengths, grammar, style, and rewrites); teaching strategies (including in-class diagnostic assignments, library research assignments, student reports, peer editing, group activities, debates, and games); design of essay assignments; and use of electronic mail and the Internet. Appendixes present a chapter by chapter guide to Evelyn Fox Keller's "Reflections on Gender and Science" (by Kathy Keating); a (partially) annotated bibliography of frequently used texts; and an evaluation form. (RS)

ED 399 556 CS 215 490

Edgar, Christopher, Ed.; Padgett, Ron, Ed.
Old Faithful: 18 Writers Present Their Favorite Writing Assignments.
PUB DATE- 95
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; Authors; Classroom Techniques; *Creative Writing; Elementary Secondary Education; Higher Education; *Student Motivation; Teaching Methods; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Strategies
IDENTIFIERS- Writing Contexts

Designed for teachers, this collection of essays describes successful, practical, classroom-tested ideas for use with students of all ages. The collection presents contributions from 18 teaching creative writers who describe their single best writing assignment that never fails to inspire their students to tell stories, write autobiographical pieces, Argumentative Flexibility Scale, and several demographic-type measures. Results demonstrate a partial support for the effects of argumentative style, in particular trait disposition toward arguing. Findings suggest that caution should be exercised when using standardized tests to evaluate practical thinking ability when solving social disputes. (Contains 30 references and 4 tables of data.) (Author/RS)

ED 399 576 CS 509 316

Carl, Walter John, III
Six Thinking Hats: Argumentativeness and Response to Thinking Model.
PUB DATE- Mar 96
NOTE- 42p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; Higher Education; Interpersonal Communication; Models; Predictor Variables; *Thinking Skills
IDENTIFIERS- *Argumentativeness; Communication Behavior; Rochester Institute of Technology NY

A study presents a perceptual model of thinking called the "Six Thinking Hats" and argumentativeness as a predictor of response to the model. The "Six Thinking Hats" model creates six artificial contexts for thinking, corresponding to the primary thought modes of objective, subjective, critical, and creative thinking, within a comprehensive framework that allows the thinker to direct attention to the desired thinking mode. Argumentativeness is conceptualized as a generally stable trait which predisposes the individual in communication situations to advocate positions on controversial issues and to refute the positions which other people take on these issues. Subjects, 31 students at Rochester Institute of Technology in a graduate school management class, were trained to use the "Six Thinking Hats" model and completed survey instruments. Argumentativeness was not found to be a useful predictor of response to the "Six Thinking Hats" model for the individual thought modes, but broaches intriguing questions for future study within the fields of thinking and communication. (Contains 11 references and 3 notes. Appendixes present a detailed description of the introduction, training, thinking exercise, and surveys associated with the Six Thinking Hats model; and 2 tables of data.) (Author/RS)

ED 399 577 CS 509 318

Jones, Ted C.
Communicating Skills Necessary for Success in a Distance Environment.
PUB DATE- 29 Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Discussion (Teaching

Teaching Methods; Use Studies
IDENTIFIERS- Administrator Surveys; *Computer Users; Journalism Educators

A study examined the use of online computer resources by students and educators in journalism and mass communication programs. Heads of 200 journalism and mass communication programs at member schools of the Association of Schools of Journalism and Mass Communication were surveyed in February 1996. Of the 133 (67%) responding, the average enrollment was 409 students, 368 undergraduates and 41 graduate students, with an average of 16 full-time faculty. Results indicated that access to online resources, including email and the Internet, was provided to professors in 96% of the journalism and mass communication programs, with 87% providing access to the World Wide Web (WWW). Students had access to these resources in 93% of these programs, with 90% giving access to email and the Internet, and 80% to the WWW. Other online services include university library catalogs, registration and class information, and networked software. A home page on the WWW was reported in 71% of the programs and 50% of the professors have WWW pages. Professors used computer online resources in teaching classes in 88% of the schools and 72% communicate with students via email. Online distance education was only offered in 23 of 133 programs (17%) and only 3 met in real-time. Findings revealed, however, that only about 60% of program administrators reported that online resources had substantially changed how these programs were taught. Although online teaching may not be as effective as traditional classroom teaching, respondents suggest that it is a viable distance learning method, reaching students who could not otherwise be reached. (Author/CR)

ED 399 597 CS 509 343

Gantt, Vernon W.
The Case Method in Teaching Critical Thinking.
PUB DATE- 31 Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Communication (Thought Transfer); *Critical Thinking; Evaluation Methods; Higher Education; *Instructional Effectiveness; *Problem Solving; *Skill Development; Student Participation; Teaching Methods
IDENTIFIERS- Analytic Approach; *Case Method (Teaching Technique)

When one instructor teaches a course called "Communication and Critical Thinking," he uses Josina Makau's book "Reasoning and Communication: Thinking Critically about Arguments" (1990), which maintains that critical thinking requires training. Case methodology can be used for training, not exclusively but as an alternative to methods which require less active participation by students. Critical thinking is best exhibited by a person who can evaluate information and generate more than one possible interpretation or projected outcome. The values and purposes of case method include identifying principles and theories present in actual situations and building analytical skills. This method also trains students to test problem-solving abilities when posing solutions and recommendations, allows students to learn from their peers, and develops and

Hoffman, Allan M., Ed.
Schools, Violence, and Society.
PUB DATE- 96
NOTE- 357p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Family Violence; Juvenile Gangs; Legal Responsibility; Mass Media Role; *Prevention; School Community Programs; *School Safety; *School Security; Victims of Crime; *Violence

The seeming increase of violence in American society and its schools has become a pressing issue. Some researchers argue that the American education system mirrors the dynamics of society. The articles in this book address the following issues: the extent of violence in American schools; the forms that violence takes; its root causes; the effects of violence on students; teachers, administrators, and the learning process; strategies to counteract violence; and responsibility for dealing with violence in the schools. The following articles in part 1 describe the problem of school violence: (1) "Violence in the Classroom: A Teacher's Perspective" (Mary Hatwood Futrell); (2) "Weapon-Carrying in Schools" (Jennifer C. Friday); (3) "The Anatomy of Gangs" (Allan M. Hoffman and Randal W. Summers); and (4) "Gangs and School Safety" (Kenneth S. Trump). Causes of school violence are examined in articles included in part 2: (5) "Media and Television Violence: Effects on Violence, Aggression, and Antisocial Behaviors in Children" (Daniel John Derksen and Victor C. Strasburger); and (6) "The Influence of Child Abuse and Family Violence on Violence in the Schools" (Jeffrey J. Haugaard and Margaret M. Feerick). School security and other legal issues are the focus of articles in part 3: (7) "Critical Decisions, Critical Elements in an Effective School Security Program" (S. D. Vestermark, Jr.); and (8) "Legal and Policy Issues of School Violence" (Ivan B. Gluckman). Articles in part 4 describe general strategies for a less violent school environment: (9) "Safe Schools for All" (Gwendolyn J. Cooke); (10) "Communities, Schools, and Violence" (Deborah Prothrow-Stith and Sher Quaday); (11) "From Fight or Flight to Collaboration: A Framework for Understanding Individual and Institutional Development in the School" (Steven Brion-Meisels and Robert L. Selman); (12) "Learning to Care and to Be Cared For" (Nel Noddings); and (13) "Victims of Violence: Helping Kids Cope" (Melba F. Coleman). Specific approaches are highlighted in the fifth part: (14) "NEA's Perspective and Policies on Violence in the Schools" (Keith Geiger); (15) "Waging Peace in Our Schools: The Resolving Conflict Creatively Program" (Linda Lantieri, William DeJong, and Janet Dutrey); (16) "Strategies to Reduce School Violence: The New Mexico Center for Dispute Resolution" (Melinda Smith); (17) "The New York City Board of Education and Violence Prevention" (Ramon C. Cortines); (18) "The Virginia Model: School to Community Intervention Techniques to Prevent Violence" (Yvonne V. Thayer); and (19) "Violence in the Schools: The Texas Initiative" (Christie Bourgeois with an introduction by former Texas Governor Ann W. Richards). A community-based approach is described in the sixth part's single article, "Community Safety Zones: A Plan to Curb Urban Violence," by William Glasser. A regulations, and a U.S. Department of Education memorandum on discipline of children with disabilities. (LMI)

ED 399 638 EA 027 883

Shaw, Brian C.
Reasonable Accommodation of Disabled Employees: A Comprehensive Case Law Reference.
PUB DATE- Apr 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Compliance (Legal); Court Litigation; *Disabilities; *Employment; Employment Practices; Equal Opportunities (Jobs); *Federal Legislation; Labor Relations; *School Districts
IDENTIFIERS- *Americans with Disabilities Act 1990

In 1990 the Americans with Disabilities Act (ADA) became law to ensure the full participation and equal opportunity of the disabled in the United States. Among its many requirements is the obligation on employers, including school districts, to provide those applicants and employees with disabilities who possess the requisite skill, education, experience, and other job-related requirements with reasonable accommodations to perform the essential functions of a position. What constitutes a reasonable accommodation in various circumstances has been the subject of many cases under both the ADA and its statutory predecessor, section 504 of the Rehabilitation Act. This publication contains a comprehensive list of case summaries on reasonable accommodation of disabled employees under both laws. It covers the applicable standards, burdens of proof, defenses, and types of accommodation and undue hardship and provides guidelines for school attorneys on the scope of school districts' accommodation responsibilities. A table of cases is included. (LMI)

ED 399 639 EA 027 884

Bailey, Albertina; And Others
School Reform: the Legal Challenges of Change.
PUB DATE- Apr 96
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Charter Schools; *Compliance (Legal); Constitutional Law; *Educational Change; Educational Finance; Elementary Secondary Education; Labor Relations; *Legal Problems; Nontraditional Education; Privatization; School Based Management; School Choice; *School Restructuring; Tenure

The last 2 decades of the 20th century have witnessed a growing movement to reform the American education system. While people debate why and how reform should be accomplished new initiatives are being developed and applied in many different areas: student performance standards, curricular innovation, assessment, accountability, professional development, school

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Qualifications; *Educational Administration; Elementary Secondary Education; Feminism; Leadership; *Leadership Styles; School Administration; *Sex Bias; Sex Discrimination; *Superintendents; *Women Administrators
IDENTIFIERS- *Poststructuralism

Few superintendents of K-12 public school districts in the United States are women, though many women have leadership positions in schools. This book presents findings of a study that explored what it was like to be a qualified woman aspiring to the superintendency. Data were obtained from interviews with 27 self-identified women aspirants who lived in a northwestern state characterized by a relatively homogeneous population. The participants were highly capable administrators with clear visions of education, had spent over 20 years in education, and modeled commitment to the success of all children. The first chapter provides an overall context for the study of the superintendent. Chapter 2 elaborates feminist poststructuralism, the theoretical framework of the study. Chapter 3 discusses what it means to be qualified for the superintendency, incorporating the beliefs of participants and of those within the dominant discourse. Data from the interviews are analyzed in chapters 4 through 6. Chapter 4 looks at how the women administrators operated within the working context of educational administration; how personal contexts influenced the lives of women aspiring to be superintendents is the focus of chapter 5. The sixth chapter describes the approaches to leadership that the women had developed, with a focus on the relational aspects of administration. The seventh chapter explores the evolution of leadership behaviors and attitudes from a feminist perspective. The final chapter presents conclusions and discusses some implications for reformed practices within educational administration to provide for a more equitable distribution of future superintendencies. The findings: (1) confirmed some alternative approaches to leadership; (2) revealed the white, gendered nature of K-12 administration; (3) identified gender as a factor in a woman's preparation for the superintendency; (4) identified a variety of individual responses to barriers to the superintendency; and (5) describe how the women resisted discouragement. Appendices contain a description of the research design and methodology and sample interview questions. (Contains 129 references.) (LMI)

ED 399 659 EA 027 911

Murphy, Joseph
The Privatization of Schooling: Problems and Possibilities.
PUB DATE- 96
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Contracts; Corporate Support; Decentralization; Educational Assessment; Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; *Ideology; *Politics of Education; *Private Sector; *Privatization; *Public Education; School Business Relationship; School Organization
IDENTIFIERS- Service Delivery Assessment

Views about privatization's advantages and disadvantages vary widely in the educational research literature. These disparate views are shaped by reviewers' frames of reference and the

school management. They are: (8) "The New Headteacher: Budgetary Devolution and the Work Culture of Secondary Headship" (Julia Evetts); (9) "A Question of Costs: Budget Management in Secondary Schools" (Lynda Huckman and John Fletcher); (10) "Educational Change in the United Kingdom: A North-South Divide" (Sally Brown); and (11) "When 'Breadth and Balance' Means 'Balancing the Books': Curriculum Planning in Schools Post-ERA" (Dawn Penney and John Evans). Each chapter contains references. Four figures, five tables, and an index are included. (LMI)

ED 399 676 EA 027 971

Finn, Chester E., Jr.; Ravitch, Diane
Education Reform 1995-1996. A Report from the Educational Excellence Network to Its Education Policy Committee and the American People.
PUB DATE- Aug 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Charter Schools; *Educational Assessment; Elementary Secondary Education; Federal Government; Government Role; Government School Relationship; Performance; Privatization; *School Organization; *School Restructuring; *Standards

This document presents the Educational Excellence Network's third annual report card on the progress of education reform in the United States. Despite much activity, the report assigns reform efforts for 1995-96 the overall grade of C, which is the same grade given for the previous year. Part 1 presents data on academic achievement in American public schools and takes the position that dismal academic performance is the result of innercity schools, the mediocrity of many public schools, and the lack of suitable challenge and expectations for students. Part 2 distinguishes between "content" standards and "performance" standards and discusses problems in setting consistent standards and determining real accountability. The third part differentiates between "systemic reform" (in which federal or state governments set standards and shoulder primary responsibility for orchestrating implementation) and "reinvention" (in which the delivery of public education is opened up to a wide array of providers), and provides a rationale for the reinvention model. The discussion describes progress made in the charter-school, contract-management, and school-choice movements. Part 4 indicates that pedagogical dogma excludes practices that are teacher-directed or that involve direct instruction. The whole-language approach in California, the standards proposed by the National Council of Teachers of Mathematics, and "natural" learning are offered as examples of instructional approaches that shut out "instructivism" programs. The final chapter expresses the opinion that the current federal role in education is archaic, that the federal government subsidizes complacent establishment interests rather than those of consumers and reformers, and that the federal government buttresses educational dogmas that are often politically motivated and frequently at odds with the concerns of parents and communities. (Contains 34 references.) (LMI)

ED 399 677 EA 027 972

Navigating the Waters of Change: Charting a New Course of Action
To Improve Identification and Services for Children Who Are
Gifted.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; *Delivery Systems; Educationally Disadvantaged; *Educational Strategies; Elementary Secondary Education; *Gifted; Minority Groups; *Talent; Talent Identification
IDENTIFIERS- *Differentiated Curriculum (Gifted); Disproportionate Representation (Spec Educ); *Ohio

Using the results of model gifted and talented projects in Ohio (32 during Fiscal Year 1992-93 and 31 during 1994-95), this report provides information to local education agencies to improve the identification of and delivery of services to students who are gifted. Alternative identification strategies such as using a multifactored assessment are reviewed in the context of the underrepresentation of minority groups in gifted and talented programs. The value of a full range of service delivery methods (resource room, separate classrooms, cluster grouping, acceleration, cooperative learning, and the regular classroom) is emphasized, as is the provision of differentiated curriculum to gifted students. Specific individual model projects and their outcomes are reported, in relation to their efforts in meeting the following three priorities: (1) identification of underserved populations; (2) provision of a differentiated curriculum within the regular classroom; and (3) provision of a full range of services to gifted students. The report stresses the importance of professional development in helping teachers develop competencies in differentiating instruction and curriculum. A list of participating school districts completes the report. (Contains 46 references.) (CR)

ED 399 695 EC 305 026

Kregel, John; Wehman, Paul
Supported Employment Research: Impacting the Work Outcomes of
Individuals with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Community Programs; *Disabilities; Employment Programs; Job Placement; *Job Satisfaction; Life Satisfaction; Participant Satisfaction; *Social Integration; *Supported Employment; Surveys; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Research and Training Centers

Major ongoing supported employment studies conducted at the Rehabilitation Research Training Center at Virginia Commonwealth University are profiled in this newsletter. The training center involves individuals with disabilities in the design, implementation, and interpretation of the research. The

IDENTIFIERS- *Alberta

This guide for parents of children with disabilities in Alberta (Canada) focuses on the role of the parent on the educational team. Part 1 describes the rights of parents, the responsibilities of parents, and where parents can go for information and help. Part 2 discusses schools as partners, including information for parents on how to procure services if they believe their child has a disability. The assessment process and the individualized program plan are explained and ways to determine the most appropriate educational placement for a child are discussed. The availability of health-related support services for students with health needs is also addressed. Part 3 explains the process for dispute resolution and appeals. Parents are provided guidance on what to do if their child's unique special needs cannot be met in any program in the school jurisdiction. Part 4 provides information on special education funding, including basic instruction funding, severe disabilities funding, and Early Childhood Services program unit funding. Appendices include tips for parents on individualized program plans, transitions, a review of relevant legislation, a list of provincial parent support and advocacy groups, and a list of Alberta education policy documents and resources. (CR)

ED 399 713 EC 305 044

Gregg, Soleil
Preventing Antisocial Behavior in Disabled and At-Risk Students. Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Antisocial Behavior; *At Risk Persons; Attachment Behavior; *Attention Deficit Disorders; Behavior Development; Behavior Problems; *Disabilities; Elementary Secondary Education; Emotional Problems; Hyperactivity; Individual Characteristics; Influences; Interpersonal Competence; *Learning Disabilities; *Prevention; Prosocial Behavior; Reinforcement; Self Esteem
IDENTIFIERS- Resilience (Personality)

This paper reviews the research on factors that contribute to or protect from the development of antisocial behavior in children, especially those with attention deficit/hyperactivity disorder (ADHD) and learning disabilities (LD). It also presents a model to promote prosocial behavior. General risk factors that put all children at risk for antisocial behavior are identified, such as individual risk factors related to personality, temperament, and cognitive ability and family/community/societal risk factors. Risk factors that are specific to children with ADHD and LD are identified, such as individual characteristics and innate traits, academic failure, social failure, emotional impairment, differential treatment, and low self-esteem. Children with ADHD and LD are reported to be at special risk for oppositional defiant disorder, conduct disorder, and delinquency. The report also considers resiliency in overcoming risk, noting general protective factors (such as ask when evaluating an education program are provided. (Contains 43 references.) (CR)

ED 399 730 EC 305 061

Thomas, Traci L.
Utilizing Alternative Assessment Techniques with Physically Impaired Students To Increase Work Completion and Improve Work Quality.
PUB DATE- 25 Jun 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Behavior Change; Classroom Techniques; Elementary Education; Homework; *Intervention; *Organization; Outcomes of Treatment; *Physical Disabilities; *Self Management; Student Evaluation; *Student Improvement; Student Projects
IDENTIFIERS- *Alternative Assessment; Authentic Assessment

This paper describes a practicum project that involved teaching 14 students (ages 8 through 13) with physical disabilities (cerebral palsy, spina bifida, and muscular dystrophy) to plan, organize, and complete projects and assignments independently. The paper explains the low expectations for the students and the students' lack of experience in planning and evaluating their work or the work of others. The interventions used by the teacher are described. They include: (1) preparing students for working in the mainstream by giving them experience in developing rubrics to help organize and evaluate their work; (2) developing authentic activities designed to engage the students in real-life situations; and (3) giving students the experience and tools necessary for accomplishing projects independently. A review of the literature on alternative assessment, work quality, and rubrics is provided. Among project outcomes reported are the following: an increase in the percentage of completed projects; a decrease in the number of recorded disruptive behavior incidents; and an increase in the positive attitude of students toward completing projects. Appendices include measures used in the practicum and sample rubrics developed. (Contains 13 references.) (CR)

ED 399 731 EC 305 062

Aune, Betty; And Others
Project LEEDS: Leadership Education To Empower Disabled Students. Final Report.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 355p.; For related papers, see EC 305 063-064.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Disabilities; Higher Education; Individual Power; *Leadership Training; Needs Assessment; Personal Autonomy; Program Development; Program Evaluation; *Self Determination; *Student Empowerment; *Student Leadership; Technical Assistance
IDENTIFIERS- *Project LEEDS; *Self Advocacy

This final report describes the activities of Project LEEDS (Leadership Education to Empower Disabled Students), a

This third of three manuals providing a curriculum for students with disabilities focuses on the development of functional academic skills. An introductory chapter provides an overview of the curriculum and offers guidelines for developing instructional plans for the following three units of study. Unit 1 is on the development of functional reading skills, including reading the time; using markings and labels to operate common tools and appliances; understanding written information on safety signs and other common signs and labels; locating information on bills and store receipts; and reading classified ads, advertisements, and other practical materials. Unit 2 develops basic writing skills such as the ability to write personal data, needs, and thoughts with adequate clarity. Unit 3 is on functional mathematics and covers the arithmetic skills that facilitate the student's independence in cash transactions, measurement activities, and time management. Each unit presents general goals, sample lesson plans, and suggested readings, and a list of selected materials and resources. Suggested activities are grouped into teacher interventions and family interventions, and further specified by four distinct age/grade levels: infant/toddler/preschool; primary; intermediate; and secondary. Each unit contains references. (DB)

ED 399 748 EC 305 087

McLaughlin, Phillip J., Ed.; Wehman, Paul, Ed.
Mental Retardation and Developmental Disabilities. Second Edition.
PUB DATE- 96
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Aging (Individuals); Autism; Behavior Disorders; Case Studies; Cerebral Palsy; Deaf Blind; *Delivery Systems; *Developmental Disabilities; Early Childhood Education; Early Intervention; Education Work Relationship; Elementary Secondary Education; Housing; Independent Living; *Intervention; Learning Disabilities; *Mental Retardation; Mild Mental Retardation; School Readiness; Seizures; Self Injurious Behavior; Severe Mental Retardation; Supported Employment; *Symptoms (Individual Disorders); Transitional Programs; Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Case Management; Social Security

This book presents 19 chapters on life span perspectives and service issues for people with mental retardation and developmental disabilities. The book presents best practices and provides a view of the range of services necessary to work with people who have those disabilities. It is intended to provide a core reference for providers in the helping disciplines and makes extensive use of case studies to demonstrate key concepts. Chapter titles and authors are: (1) "Service Delivery" (Pamela Wolfe and others); (2) "Early Intervention" (Rebecca Anderson Weissman and David C. Littman); (3) "Going to School" (Kathryn A. Blake and others); (4) "Transition from School to Adulthood" (Katherine Inge and others); (5) "Growing Older" (Michael Malone and Nancy Kropf); (6) "Mild Mental Retardation" (John Langone); (7) "Severe Mental Retardation" (William R. Sharpton and Michael D. West); (8) "Cerebral Palsy" (Katherine Inge); (9) "Seizure Disorders" (Elizabeth Perry-Varner); (10) "Behavioral Disabilities" (Elaine Clark); (11) "Autistic Disorder" (Ronald C. Eaves);

performance within the group. Subjects were 45 Chinese freshmen in their first semester in the Mass Communications Department at a Taipei university (Taiwan), with 6 years of English instruction in high school. In groups of three, students responded to each other's first-draft compositions, read aloud by the writer. Communication was at first mostly in Chinese, then increasingly in English. In logs, students wrote about their contribution to the group, other members' contributions, and feelings about the group session. Log contents were analyzed for general and specific positive comments on language issues, content, pronunciation, and student participation in the group, and for negative comments on language-related and non-language-related issues. Results indicate that overall, students had a positive perception of how they and their peers performed in peer response sessions. Students had a more negative perception of their own participation than of others'. Grammar, word usage, and mechanics were primary concerns in the discussions, with content a secondary consideration. Most liked and felt they benefitted from the activities. Pedagogical implications of the findings are discussed, particularly concerning teacher expectations. Contains 32 references. (MSE)

ED 399 767 FL 024 091

Scott, Virginia Mitchell
Rethinking Foreign Language Writing.
PUB DATE- 96
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Computer Assisted Instruction; Discourse Analysis: Educational Strategies; *English; English (Second Language); Evaluation Criteria; Higher Education; Language Proficiency; Linguistic Theory; Literary Genres; Secondary Education; Second Language Instruction; *Second Languages; Standards; Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- ACTFL Proficiency Guidelines

This book reviews pertinent theories about writing in English, English as a Second Language (ESL), and foreign languages for teachers at secondary and postsecondary levels, to provide insight into the teaching and learning processes. Five hypotheses about the nature of foreign language (FL) writing serve as points of departure for analyzing writing, developing classroom approaches, and identifying issues for further exploration: (1) writing competence is general, not language-specific; (2) the FL writing process differs from the native language writing process; (3) computer-aided writing enhances the FL writing experience; (4) correcting and evaluating FL writing are complex tasks that address the entire writing process; and (5) teaching FL writing is effective at all levels of language study, even the earliest, and should be conducted in all discourse models (narrative, descriptive, expository, argumentative). Case studies are included for illustration. The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines are appended, and book contents are indexed. (MSE)

ED 399 768 FL 024 093

Maybin, Janet, Ed.; Mercer, Neil, Ed.
Using English: From Conversation to Canon.

methodology for raising ESL student awareness of English pragmatics and daily language use is then outlined. Use of videotape recordings of authentic spoken English, where context is both visible and reviewable and where some variables can be filtered out for study, is recommended over exclusive use of materials made explicitly for ESL instruction. Variables to be filtered out include the spontaneous nature of the language, its sounds, visual aspects of the language, and context. Worksheets and a dictation exemplifying this approach are included. Contains 39 references. (MSE)

ED 399 789 FL 024 115

Little, David, Ed.; Brammerts, Helmut, Ed.
A Guide to Language Learning in Tandem via the Internet. CLCS Occasional Paper No. 46.
PUB DATE- 96
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Electronic Mail; Foreign Countries; *Information Networks; *International Cooperation; *Internet; Second Language Instruction; *Second Languages
IDENTIFIERS- European Union; *LINGUA Programme

The LINGUA Project International Electronic Mail Tandem Network, sponsored by the European Union, is described in a series of chapter-articles. Universities in a number of European countries and several non-European countries have collaborated in expansion of the network, related research projects, and development of instructional materials to facilitate language learning in tandem using the Internet. The report describes: the network's structure and operation (partner institutions, bilingual subnets, future prospects), underlying instructional principles (learner autonomy, instructional forms, academic advising); techniques for integrating e-mail tandem learning into language courses, including such issues as curriculum design, facilities, accreditation, translation, and examples of integration into a writing skills course and an intercultural studies curriculum; use of electronic discussion forums in each subnet for language and intercultural learning, including posting types, discussion topics, and student and teacher participation; obtaining membership and establishing new subnets; use of subnets for language pairs; and examples of tandem partnerships. Lists of institutions and individuals currently participating in the project are appended. Contains 59 references. (MSE)

ED 399 790 FL 024 116

Kathol, Andreas, Ed.; Pollard, Carl, Ed.
Papers in Syntax. Working Papers in Linguistics No. 42.
PUB DATE- Sep 93
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- German; Japanese; Korean; *Language Patterns; Language Research; *Languages; Language Variation; Linguistic Theory; *Mandarin Chinese; Semantics; Structural Analysis (Linguistics); *Structural Grammar; *Syntax
IDENTIFIERS- Relative Clauses; Word Order

same speaker behavior. Two examples are discussed. The first, choice of code in intercultural conversations, represents a situation where more than one choice of maxim is available; when it is not obvious to the hearer which maxim lies behind that choice, SPA results. The second instance is the choice of second person pronoun (e.g., "tu/vous"), a well-known example of SPA that can also be explained as arising through maxim confluence. Contains 17 references. (Author/MSE)

ED 399 811 FL 024 138

Kasper, Gabriele
Routine and Indirection in Interlanguage Pragmatics.
PUB DATE- 95
NOTE- 21p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; Discourse Analysis; *Interlanguage; *Language Patterns; Language Research; Linguistic Theory; *Pragmatics; Second Languages; *Sociocultural Patterns

A study examined pragmatic routine and indirection as regularly-used strategies for accomplishing linguistic action that, while conventional, can pose problems for non-native speakers. Two kinds of conventionalities are distinguished: conventionality of means (kinds of semantic structure that have acquired a standard illocutionary force, such as, in English, an ability question functioning as a request), and conventions of form (standardized linguistic formulations associated with a particular illocution). The two types of conventions are each envisioned as a continuum representing degrees of conventionality. Literature relating to each is reviewed. It is argued that on these continua, indirectness is context-sensitive and routine serves to promote fluency. It is concluded that closer attention must be paid to the social context of second language learning and to the learning opportunities provided by different environments of second language acquisition. Contains 57 references. (Author/MSE)

ED 399 812 FL 024 139

Frescura, Marina
Face Orientations in Reacting to Accusatory Complaints: Italian L1, English L1, and Italian as a Community Language.
PUB DATE- 95
NOTE- 27p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; *Culture Contact; *English; English (Second Language); Foreign Countries; Immigrants; *Italian; Language Patterns; Language Research; Language Usage; Linguistic Theory; Native Speakers; *Pragmatics; Role Playing; *Sociocultural Patterns; Sociolinguistics; Speech Acts; Suprasegmentals
IDENTIFIERS- English (Canadian); Ontario

A study investigated the linguistic behavior of three groups of speakers in reacting to accusatory complaints: (1) native speakers of Italian residing in Italy (SI); (2) native speakers

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Corporate Support; Educational Cooperation; *Education Work Relationship; Foreign Countries; *International Cooperation; International Educational Exchange; *Job Training; Labor Force; Postsecondary Education; *School Business Relationship; Secondary Education; Technical Assistance; *Vocational Education; Womens Education

IDENTIFIERS- *Africa; Germany; Kenya; Nigeria; South Africa; Swaziland; Uganda

This report contains materials from a seminar designed to assist in the coordination between educational institutions and enterprises in preparing people for, and maintaining them within, the world of work. Chapter 1, Introduction, describes the International Project on Technical and Vocational Education (UNEVOC); it contains the greeting addresses (Hans Kroenner, Herbert Burk, Klaus Huefner) and highlights seminar objectives, report contents, and results. Chapter 2, Cooperation between Educational Institutions and Enterprises in Technical and Vocational Education: African Experiences, provides abstracts and presentations of seminar participants: "South Africa: The National Training Strategy Initiative" (R. Eberlein); "The ESKOM Approach" (R. Verster); "Nigeria: The Perspective of an Educational Institution" (F. A. Odugbesan); "Nigeria: The Perspective of an Employer" (B. A. O. Popoola); "Uganda: Cooperation Links" (E. Lugujjo, B. M. Manyindo); "Uganda: Realities of Cooperation--Uganda Polytechnic Kyambogo" (A. J. J. Rwendeire, B. Manyindo); "Uganda: Pilot Project on Cooperation" (E. Lugujjo, B. Manyindo); "Swaziland: Cooperation" (L. B. Lukhele); "Swaziland: Connecting Schools and Enterprises--A Model for Secondary Vocational Education" and "Swaziland: Enhancing Cooperation" (C. B. S. Mndebele, L. B. Lukhele); "Kenya: Cooperation in Technical and Vocational Education" (B. W. Kerre). Chapter 3 is comprised of a presentation on Asia: "Dual, Cooperative Training Systems--An Alternative for Advanced Developing Countries in Asia?" (Manfred Wallenborn). Chapter 4, International Cooperation--Contributions of International and German Experts, contains both presentations and abstracts of presentations: "A Comparison of the Main Types of Vocational Training Systems" (W. D. Greinert); "A Critical Analysis of Some Prerequisites and Features of the German Dual System" (J. Iwanowitsch); "Standards in Vocational Training--Development of Vocational Curricula in Germany" (H. Tutschner); "BIBB German Federal Institute for Vocational Training --Common Address for Technical and Vocational Education" (U. Laur-Ernst); "Pilot Schemes: The Example of Women in Male Dominated Vocations" (B. Wolf); "Training of Trainers by the German Institute for Vocational Training (BIBB)" (R. Selka); abstract of the International Labour Office study, "Toward Strategic Training Partnership between the State and Enterprises" (A. Mitchell); and "Some Guidelines for Enhancing Cooperation with Enterprises" (J. Reichling). The chapter concludes with "Sector Concept--Vocational Training of the Federal Ministry for Economic Cooperation and Development." Chapter 5 offers "Conclusions and Recommendations from the African Group." Appendixes include the agenda; program; "Guidelines for Case Studies" (R. Barry Hobart); and the UNESCO Convention on Technical and Vocational Education. (YLB)

ED 399 363 CE 072 411

Solomakhin, D.
Adaptation of Vocational Curricula for Industrial Business Clerks from Germany to the Russian Federation.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Philippines

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in the Philippines. The two parts of the document provide an overview and milestones in technical and vocational education (through charts and tables). Some of the highlights are as follows: (1) technical and vocational education (TVE) in the Philippines has a long history and is an integral part of the country's formal education system; (2) TVE builds on primary education and secondary education--most TVE programs are postsecondary nondegree programs ranging from 6 months to 3 years; (3) TVE graduates are expected to possess basic occupational skills for entrance into employment as well as conceptual skills, basic scientific and mathematics skills, work attitudes, and language skills; (4) TVE covers five main fields: trade, agriculture and agribusiness, fisheries, crafts and home industries, and nontraditional courses; (5) more than 250 courses are offered in these fields; and (6) eight governing bodies are responsible for directing and implementing TVE. (KC)

ED 399 380 CE 072 428

National Profiles in Technical and Vocational Education in Asia and the Pacific: Thailand.
PUB DATE- 95
NOTE- 83p.; Product of UNEVOC, the International Project on Technical and Vocational Education. For other country profiles, see CE 072 415-429.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Educational Change; Educational History; *Educational Philosophy; *Educational Policy; *Educational Practices; *Educational Trends; Employment Problems; Females; Foreign Countries; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education; Vocational Schools; Womens Education
IDENTIFIERS- *Thailand

One of a series of studies on the development of technical and vocational education in the member states of UNESCO, this report profiles the educational system in Thailand. The eight parts of the document provide information about the following: educational policy, training modes and systems, planning and management of the technical vocational education and training system (TVET), financing the TVET, cooperation between the public and private sectors, statistics, women in technical and vocational education policy development, and key TVET institutions. Some of the highlights of the information include the following: (1) about 80 percent of the population of Thailand lives in rural areas; (2) the literacy rate is about 93 percent; (3) the society is becoming more urban; (4) the TVET structure consists of a main central office and TVET categories representing urban, suburban, and rural settings. Within each category, three case studies that represent different approaches to business incubation and varying levels of community/technical college involvement are presented. A concluding cross-analysis outlines the involvement of two-year colleges in economic and entrepreneurship development in the community and provides discussion questions for key areas relevant to the involvement of two-year colleges in economic and entrepreneurship development in the community. Appendixes contain 14 references, selection forms, and interview guides. (YLB)

ED 399 397   CE 072 482

Hernandez-Gantes, Victor M.; And Others
Fostering Entrepreneurship through Business Incubation: The Role and Prospects of Postsecondary Vocational-Technical Education. Report 3: Guidebook of Opportunities for Two-Year Technical Colleges.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 59p.; For related reports, see CE 072 480-481.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Administration; Case Studies; *College Role; *Community Development; *Economic Development; Educational Research; *Entrepreneurship; Guides; Role of Education; *School Role; Sex Fairness; Small Businesses; Technical Institutes; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Business Incubators

This guidebook describes opportunities for the participation of postsecondary technical institutions in the economic and entrepreneurship development of urban, suburban, and rural communities. Section 1 describes the organization and format of the guidebook. Section 2 suggests these strategies for establishing a business incubator: organizational and funding schemes; operational rules; business financing; consulting service; and networking opportunities. Section 3 outlines suggestions to offer education and training opportunities in business incubation, including early assessment of the psychological preparation of individuals, course design, and instructional formats. Section 4 describes other opportunities to participate in community development, including business consulting services, specialized training and demonstration services, facilitation of international trade, and assistance in technology transfer and development. Section 5 examines six strategical areas in the involvement of two-year colleges in developing education and training curricula on entrepreneurship: structure of coursework, content development, instructional approaches, use of business plans, fostering an understanding of global competition, and curriculum options. Section 6 presents three recommendations for a productive school-to-work transition: exposing students to business environments, providing hands-on Appendixes contain 18 references and 13 sources of support. (YLB)

ED 399 398   CE 072 483

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum; *Education Work Relationship; Inplant Programs; *Labor Force Development; *Learning Activities; *Literacy Education; *On the Job Training; *Workplace Literacy
IDENTIFIERS- Literacy Task Analysis

This document contains a final report, evaluation, and curriculum materials from a project conducted at the RJR Nabisco plant in Indianapolis to upgrade the literacy and numeracy skills of the workers to facilitate technological changes to production lines. As the final report explains, although the goal of the project was to recruit and test 150 workers, more than 300 workers actually participated in the project (with some turnover). During the project, the project staff recruited and tested workers, developed job-specific literacy training materials, and conducted training classes in a flexible way that allowed workers to study around their shifts. Because of excessive overtime, workers were not able to attend all the planned classes, but an extension of the project remedied some of the time factors. The project was successful in terms of worker attitudes toward the opportunities and management and supervisors' favorable reports about workers' attitudes and ability to adapt to new technology more quickly. The external evaluation report notes the very favorable reaction to the project and the fact that the company chose to continue the project after the federal funding period. Actual pretests and posttests were conducted on a very small sample of the participants, however, and results were not statistically reliable. The main part of this document consists of a skills matrix developed through a literacy task analysis, learning objectives, curriculum guide, and practice exercises used in the program. (KC)

ED 399 416 CE 072 524

Jelenc, Zoran
Adult Education Research in the Countries in Transition. Adult Education Research Trends in the Former Socialist Countries of Central and Eastern Europe and the Baltic Region. Research Project Report. Studies and Researches 6.
PUB DATE- 96
NOTE- 460p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Developed Nations; Developing Nations; *Educational Research; Foreign Countries; *Research Needs; Research Opportunities; Research Projects; Research Reports; *State of the Art Reviews; Surveys
IDENTIFIERS- Europe (Baltic Countries); *Europe (Central); *Europe (East)

This document presents results of an investigation into the state of the art of research on the education of adults in Central and Eastern European and Baltic countries. The first section discusses the background and implementation of the research. Section 2 is "Adult Education Research Trends in Central and Eastern Europe: Research Project Report" (Zoran Jelenc). The following topics are addressed for the countries under consideration: social, political, and economic changes; the siutation of adult education; and the state of research on adult education (general situation, policy, and financing; research organizations and staff; research themes; and organization of research work). Conclusions and proposals taken from the national papers that follow and other sources are presented. The 15 national reports follow the same format:

of reading, grammar/usage, math, writing, and speaking skills typically required in the workplace; lists of selected work-related competencies in the areas of identifying/using resources, working with others, acquiring/using information, understanding complex interrelationships/systems, and working with technology; and a sample job task analysis form. Contains a list of nine informational resources. (MN)

ED 399 434 CE 072 556

Burkhart, Jennifer
Developing Workplace Education Curriculum.
PUB DATE- 96
NOTE- 17p.; For related documents, see CE 072 551-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Curriculum Development; *Industrial Training; *Lesson Plans; *Workplace Literacy
IDENTIFIERS- 353 Project; *Functional Context

This guide, which is intended for project directors, coordinators, and other professional staff involved in developing/delivering workplace education programs, explains the process of developing a functional context workplace education curriculum. Discussed first are the following: the types of information needed to develop a functional context curriculum; procedures for gathering the information; and the process of using the goals, objectives, and critical tasks defined by a workplace advisory council to organize the information gathered. The following components of a workplace education curriculum module are explained and illustrated: workplace education module goal(s); workplace education objective(s); workplace competencies; and basic skills. Next, the functional context approach of translating identified job tasks into job performance indicators is illustrated, and workplace competencies, and basic skills are outlined. The four components of general lesson plans (background information, demonstration, practice, extension) are explained, and the organization and layout of a typical lesson plan are illustrated with a sample lesson plan taken from a workplace writing module. Concluding the guide are a brief discussion of the process of reviewing/validating a workplace education curriculum and a list of four informational resources. (MN)

ED 399 435 CE 072 557

Burkhart, Jennifer
Evaluating Workplace Education Program Effectiveness.
PUB DATE- 96
NOTE- 15p.; For related documents, see CE 072 551-559.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Comparative Analysis; *Evaluation Methods; Formative Evaluation; *Industrial Training; Program Effectiveness; Program Evaluation; Summative Evaluation; *Workplace Literacy

how the person found out about the job, what she does and doesn't like about it, what kind of training was needed, what the chef does during a working week, her co-workers, the hours, and how the work contributes to society. Cartoons are used to enliven the material, and a glossary of 33 words is included. Although designed to be used in literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 454 CE 072 595

Edwards, Hazel
Workdays. A Day in the Life of...a Computer Salesman.
PUB DATE- 93
NOTE- 24p.; For related documents, see CE 072 594-603.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Career Education; Career Exploration; Computer System Design; Foreign Countries; High Interest Low Vocabulary Books; *Literacy Education; *Microcomputers; *Occupational Information; *Quality of Working Life; Reading Instruction; Sales Occupations; *Sales Workers
IDENTIFIERS- *Australia

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a computer salesman about his job. The following questions are answered: what a computer salesman does, why the person chose the field of employment, how the person found out about the job, what he does and doesn't like about it, what kind of training was needed, what the computer salesman does during a working week, his co-workers, the hours, and how the work contributes to society. Cartoons are used to enliven the material, and a glossary listing 33 words is included. Although designed to be used in literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 455 CE 072 596

Edwards, Hazel
Workdays. A Day in the Life of...a Customs Officer.
PUB DATE- 95
NOTE- 31p.; For related documents, see CE 072 594-603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Career Education; Career Exploration; Compliance (Legal); Foreign Countries; High Interest Low Vocabulary Books; Immigration Inspectors; Law Enforcement; Laws; *Literacy Education; *Occupational Information; *Quality of Working Life; Reading Instruction
IDENTIFIERS- *Australia; *Customs Officers

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a customs officer about her job. The following questions are provides the reader with current information on the safety and efficacy of the psychotropic agents in the pediatric population. It lists information on the pharmacokinetics, adverse effects, dosing, and suggested monitoring guidelines for children and adolescents. The guide may also be used as a reference by practitioners. The handbook avoids repeating or extrapolating the adult information on indications, adverse effects, and dosing, and it is assumed that any adverse effect that has been reported in adults may occur in children and adolescents. Only the drugs that have been used to treat disorders in children and adolescents are included in this text. It is divided into six sections: central nervous system stimulants; antidepressants, including tricyclic antidepressants, bupropion, and trazodone; antipsychotics, lithium: benzodiazepines; and other agents used in child and adolescent psychiatry, such as beta-blockers, buspirone, clonidine, and naltrexone. Also included are practical monitoring guidelines which include needed baseline assessments and specific instructions for parents or caregivers. Contains over 100 references and a comprehensive index. (RJM)

ED 399 476   CG 026 863

Judd, Dorothy
Give Sorrow Words: Working with a Dying Child. Second Edition.
PUB DATE- 95
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Bereavement; *Cancer; Child Health; Childhood Needs; *Children; *Counseling; Counseling Objectives; *Death; Elementary Education; Family Counseling; Foreign Countries; *Grief; Psychotherapy; *Terminal Illness
IDENTIFIERS- *Dying; Leukemia

Efforts to alleviate the emotional pain of terminally ill children and their parents have led many physicians to turn to child psychiatrists for psychological support and treatment services. This book, written by a child psychotherapist, offers an overview of children's attitudes to death and considers the moral and ethical issues raised by treatments for life-threatening illness. The text focuses on children with cancer and explores the climate in which they find themselves. A central question addressed here is whether or not caretakers should ever shift their focus from one of working towards the day when the child will recover to one where death is accepted. Some of the questions covered here include how to talk to children about death, the stages of emotional reactions to life-threatening illness, and the prolonging of death. Separate chapters are also devoted to what happens after the death of a child. Much of the book presents the personal experience with a 7-year-old boy who suffered from leukemia. This section is in the form of a diary and covers the period from the initial visit with the boy until the child's death several months later. Three appendices present an analysis of the boy's drawings, extracts from the Nuremburg Code, and a reflection on a work by Isabel Menzies Lyth. Contains a glossary, a list of useful addresses, a short bibliography of books for ill children, a list of about 300 references, and an index. (RJM)

ED 399 477   CG 026 978

Otto, Luther B.
Helping Your Child Choose a Career.

Youth; Elementary Education; Elementary School Students; *Interpersonal Relationship; Intervention; *Peer Influence; Student Attitudes; *Thinking Skills
IDENTIFIERS- Illinois

Research shows that probable causes for disruptive classroom behavior are broken social bonds, violent environment, stress and conflict, and inadequate curriculum coupled with ineffective teaching methods. This report discusses a program to decrease negative peer interaction in order to improve academic achievement and interpersonal relationships. The targeted population consisted of students at two elementary schools in grades three through six in a high-poverty and crime area located in Northern Illinois where problems of negative peer interaction and low academic achievement were documented. A review of the research indicated that a social skills curriculum, without the inclusion of higher-order thinking skills, may fail to have an impact on academic improvement. Four major categories of interventions were selected: (1) the use of cooperative learning; (2) an emphasis on higher-order thinking skills; (3) a program of community building; and (4) the use of a conflict management program. Post intervention data indicated an improvement in academic achievement and positive peer interaction. Twenty-five appendices account for 33% percent of the document and contain all materials used in intervention. Contains 42 references. (JBJ)

ED 399 496 CG 027 347

Rickman, David L.
Toward an Understanding of Personality: An Overview of Four Approaches in Personality Psychology.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; Literature Reviews; Personality; *Personality Assessment; Personality Development; *Personality Theories; Personality Traits
IDENTIFIERS- Phenomenological Analysis; Social Learning Theory

Personality is defined as the dynamic organization, within an individual, of the systems that determine his or her characteristic behavior or thought. The study of personality involves many aspects of human behavior. Four approaches used to study personality are presented in this document: (1) Social Learning theory; (2) Trait theory; (3) Phenomenological theory; and (4) Cognitive-Development theory. Some principles of these theories overlap, but basic concepts are distinguishable. Social Learning theory's basic tenet is that human behavior results from an organism's past learning as it has developed through interaction with the environment. Trait theory asserts that personality is more or less organized by persistent characteristics or dimensions of individual differences--within each individual there exist predispositions to respond to situations in a certain manner. Phenomenological theory stresses the cognitive acquisition of meaning from stimuli an individual is presented with in life's daily activities. Cognitive-Developmental theory traces development of personality from birth to adulthood as capacities and concerns and thought processes develop. Some theorists posit that all normal individuals pass through the same sequential periods. Major theorists and approaches to personality assessment are described for each approach. Contains 23 references. (JBJ) exercises, and lists of resources) which address writing a proposal, conducting a task analysis, designing curriculum materials, selecting supplementary materials, developing lesson plans, and constructing evaluation measures. (RS)

ED 399 516 CS 012 598

Lloyd, Paul, Comp.
Developing Workplace Literacy Programs: Course Handbook II--Education L530.
PUB DATE- 96
NOTE- 232p.; For Course Handbook I, see CS 012 597.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Basic Skills; Course Descriptions; Curriculum Development; Distance Education; Higher Education; Program Development; Program Evaluation; Reading Materials; *Workplace Literacy

This handbook presents reading materials for a distance education course designed to enhance an understanding of the nature of workplace literacy needs and to show how to develop and teach in workplace literacy and basic skills programs. The three reading materials presented in the handbook are: (1) "Developing and Evaluating Workplace Literacy Programs: A Handbook for Practitioners and Trainers" (Larry Mikulecky and others); (2) "How to Gather and Develop Job-Specific Literacy Materials for Basic Skills Instruction" (Rad A. Drew and Larry Mikulecky); and (3) "What Works? Literacy Training in the Workplace." The third set of materials is a participant packet from a videoconference sponsored by the National Center on Adult Literacy (Philadelphia, PA, April 13, 1995). The packet contains an annnotated bibliography with 51 print references, 9 selected organizatonal resources and electronic on-line resources. (RS)

ED 399 517 CS 012 600

Nelson, Carol, Comp.; Essex, Christopher, Comp.
Evaluating the Progress of the School Reading Program. Hot Topic Guide 17. Revised Edition.
PUB DATE- 96
NOTE- 45p.; For earlier edition entitled "Learning Package No. 17," see ED 333 383.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Elementary Secondary Education; Program Evaluation; *Reading Achievement; *Reading Instruction; *Reading Programs; Workshops
IDENTIFIERS- Reading Management

One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide on reading program evaluation presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of evaluating the progress of the school reading program. The Hot Topic guide contains guidelines for workshop use; an overview of evaluating the progress of the

IDENTIFIERS- Composition Literature Relationship; Controversy;
*State University of New York Albany

At the State University of New York at Albany, a controversy arose over what type of writing assignment is appropriate in introductory literature classes, particularly those taught by graduate students. Undergraduates applying for the honors division were unable to produce even one literary criticism essay despite 9 hours of literature courses taken. The assumption was that creative writing assignments serve a lesser purpose and require less in the way of critical analysis. If in fact the "lit-crit" paper is superior to the creative paper, what is it that it possesses? "The Norton Introduction to Literature" asks students to cite evidence and "so forth" in their literary criticism essays, to consider tone, "thesis" and "central thrust." Excerpts from a model lit crit essay the Norton provides share many virtues with excerpts from a creative literary essay written by a student. Each seems aware of focus, organization and central thrust. It is hard not to wonder, however, whether constructed defenses of the creative approach such as this are honest. Perhaps the real reason an instructor chooses a certain approach is because he/she likes it. Could it be that there is something disingenuous about claiming a certain critical approach is more "accurate," more "responsible," more "scholarly," or more "intellectual." Are these words not smoke screens for the instructor's desires? Admitting the genres have much in common might be a way to compromise. (Contains 13 references.) (TB)

ED 399 537 CS 215 446

Raef, Catherine M.
Improving Student Writing Skills through the Use of Technology.
PUB DATE- Apr 96
NOTE- 66p.; M.A. Project, St. Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computers; Elementary Education; *Student Motivation; Whole Language Approach; *Writing Improvement; *Writing Instruction; *Writing Laboratories; *Writing Skills
IDENTIFIERS- Technology Integration

This report describes a program for the advancement of student writing skills. The targeted population consisted of elementary school students in a growing middle class community, located in a suburb of a large Midwestern city. The problem of low writing scores was documented in student writing samples, teaching observations, and scores from the Standard Achievement Test. Analysis of probable cause data revealed that students lacked quality models for writing; had limited background knowledge; received academic instruction with one emphasis; and lacked motivation to write. Faculty reported a weakness in students' writing skills. Reviews of curricula content and instructional strategies revealed an over emphasis on skilled subjects; a failure to incorporate whole language approaches; and a tendency for instruction to have only one emphasis. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: the establishment of a Writer's Workshop in the classroom, and the incorporation of technology into the classroom to enhance the writing curriculum. Post-intervention data indicated an increase in student writing skills. Students' motivation to fiction, poetry, plays, or to become interested in wordplay and oral history. The essays in the collection offer a variety of approaches, among these: a dictation and dramatization method; the role of memory in writing; and fiction writing in English classes and across the curriculum. The collection's contributors come from all over the country and work with all types of students. Most of the essays contain examples of student work. The variety of approaches outlined in the collection is unified by the respectful, engaged, and sympathetic attitude of these writing teachers and the enthusiastic response of their students. (CR)

ED 399 557 CS 215 492

Lauterer, Jock
Back to the Future: The Resurgence of Community in American Society, and Community Journalism in the Newspaper Industry and Higher Education.
PUB DATE- Aug 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Attitudes; Higher Education; *Journalism Education; *Newspapers; News Reporting
IDENTIFIERS- Local News; Media Coverage

America is in the midst of the age of the emergent and enlightened community. Citizens increasingly demand from their newspapers high-quality, explanatory coverage of local issues. Newspapers large and small are responding. Community newspapers are growing, and many big city media outlets are rethinking their news coverage philosophy in terms of civic journalism. Civic and community journalism are two leaves on the same branch, alike and yet not the same. This paper discusses the similarities between the two, why the current trends are healthy, why teaching community journalism is important, and how to introduce and integrate a community journalism component into an existing journalism program. Contains 30 references. (Author/RS)

ED 399 558 CS 215 494

Callahan, Christopher
Race as a Factor in Student Participation in High School Journalism.
PUB DATE- Aug 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- High Schools; *High School Students; Journalism Research; *Minority Groups; *Racial Factors; *School Newspapers; School Surveys; *Student Participation; Student Publications; Telephone Surveys
IDENTIFIERS- *Maryland; *Scholastic Journalism

A study examined whether minority participation in high school journalism is lower than participation by White students. Past research has found that participation on high school newspapers

Technique); *Distance Education; Higher Education; Lecture Method; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Surveys; *Teacher Effectiveness; *Teacher Student Relationship; Telecourses
IDENTIFIERS- Compressed Video; *Interactive Communication; Teacher Surveys

A study of seven interactive telecourses taught over a compressed-video-network--an environment where two or more classrooms equipped with cameras and microphones are connected by means of telephone lines--led to the formulation of some communication ideas. In this particular setup, the teacher and students could both see and hear each other in concurrent analyses of videotapes classes. An interpersonal, interactive-mediated model was chosen to examine how teachers formulated and exchanged messages with students and how students interpreted those messages in a distance education setting. Research data were gathered by means of teacher and student surveys and two concurrent analyses of videotaped sessions. Both student and teacher questionnaires covered simple topics. Findings generally support the observation that instructors bring more to distance learning than is generally thought. The research suggests that courses whose teachers used more interactive questioning and technology strategies were generally better received. Lecture as a presentation style was less successful but worked well for courses with motivated students. Some recommendations are for teachers to work from their strengths and to be open to the new environment. (TB)

ED 399 578 CS 509 319

Morreale, Sherwyn P.; And Others
Large Scale Assessment of Oral Communication: K-12 and Higher Education. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- tion that instructors bring mor than is generally thought. The research sug
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Oral Language; *Speech Communication; *Test Content; *Test Reliability; Test Reviews; *Tests; Test Selection
IDENTIFIERS- Alternative Assessment; *Large Scale Assessment

This publication identifies and examines existing assessment instruments in oral communication for K-12 and higher education, and abstracts and describes assessment instruments and systematically reports their availability and interest to scholars, teachers, and administrators. It also provides background research needed to develop oral communication assessment instruments designed to encourage the development of new instruments. The document begins with an editor's foreword and a preface that relates alternative assessment, test fairness, and assessment utility to communication. It then presents an introduction to assessing oral communication, discusses topics including why oral communication skills should be taught, oral assessment for classroom decision-making, issues in assessing oral communication, locally developed instruments, and research and development priorities. The publication then discusses trends in K-12 state standards and assessment efforts, performance assessment, Speech Communication Association standards for assessment, and identification of measures. It then presents reviews of 16 oral strengthens effective group participation. Suggested criteria for selecting cases are: (1) true cases; (2) decision-making dilemmas; (3) an interesting plot; (4) sufficient details; (5) written clearly and coherently; (6) descriptive sub-titles; (7) illustrative of the skills being taught; (8) assignment questions generated by case facts; (9) relevance of case in time; and (10) identification of additional courses or topic areas for discussion. (A case example and teaching notes are appended.) (CR)

ED 399 598 CS 509 344

Mitchell, Nancy; Danielson, Mary Ann
Solving Creative Problems in Groups: A Comparison of Techniques for Use in Advertising Classrooms.
PUB DATE- Aug 96
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Comparative Analysis; *Creative Activities; *Group Dynamics; Group Structure; Higher Education; Nominal Group Technique; *Problem Solving; Undergraduate Students
IDENTIFIERS- Advertising Education; *Creative Problem Solving; Small Group Communication

An underinvestigated aspect of advertising education is the consideration of methods by which groups effectively solve creative problems. Brainstorming has been popularly used by teams in classes to generate ideas; yet, little research exists that compares small group structures for creative problem solving. Bridging this gap, a study compared structured group, unstructured group, and individual efforts. Subjects, 46 undergraduate students enrolled in courses at 2 midwestern universities, were divided into 1 of 3 groups--a group that used the Nominal Group Technique, an unstructured group, and individuals. Subjects were asked to generate possible themes/topics for a new magazine targeting college students. Subjects also completed questionnaires. Results indicated that the Nominal Group Technique, while most effective for creative projects, will be enhanced when combined with the elaboration/interaction of unstructured group activities. (Contains 20 references and 1 table of data. Appendixes present instructions for each group and 2 questionnaires.) (Author/RS)

ED 399 599 CS 509 345

Hon, Linda Childers; And Others
Dimensions of Diversity: Ideology and Group Membership as Predictors of Diversity Implications.
PUB DATE- Aug 96
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *College Faculty; *Diversity (Institutional); Full Time Faculty; *Group Membership; *Higher Education; *Ideology; Journalism; Mass Media; Occupational

subject and name index and information about the contributors are included. (Contains 92 references.) (LMI)

ED 399 619 EA 027 860

Safe Schools: A Handbook for Practitioners.
PUB DATE- 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Design; Constitutional Law; Educational Facilities Planning; Elementary Secondary Education; Information Dissemination; Needs Assessment; Prevention; *School Safety; *School Security; Social Control; Student Rights; *Violence

School security is a national concern. Throughout the country, youth crime and violence threaten to undermine the safety of American students' learning environment. This handbook is the product of a joint effort of the National Association of Secondary School Principals (NASSP) and DynCorp to help educators develop plans for reducing violence in schools. It provides step-by-step instructions for assessing security at a school and for developing an individualized security plan. The introduction describes in detail the five phases of getting started--identify problems, determine objectives, evaluate measures and identify options, select options, and develop plan. The following sections offer guidelines for communicating the plan, complying with school law, responding to various incidents, and designing safe school buildings. Appendices contain a discussion of different security measures, a list of school-safety resources, a description of security-systems hardware, and a selected bibliography of 77 references. (LMI)

ED 399 620 EA 027 861

Shaughnessy, Mary Angela
Religious Education and the Law: A Handbook for Parish Catechetical Leaders.
PUB DATE- 96
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; Boards of Education; *Catholic Schools; *Compliance (Legal); Confidentiality; Constitutional Law; Contracts; Court Litigation; Federal Legislation; *Legal Responsibility; Personnel Policy; Private Education; *Religious Education; Search and Seizure; Student Rights

Today more than ever before, lay persons are being asked to share in the catechetical ministry of the Catholic Church by serving as catechetical leaders, catechists, and religious education board members. This handbook is designed to provide catechetical leaders and others involved in parish religious education with essential information about civil law and its impact on church institutions and programs. Part 1 covers issues related to catechists' professional roles, including finance, interagency cooperation, shared governance, collaborative work structures, and deregulation. This monograph was designed to help school attorneys in their efforts to advise school boards on the legal issues that accompany various reform measures. It covers school finance, school choice, site-based management, privatization, alternative schools, charter schools, and tenure reform. Constitutional dilemmas, statutory issues, and labor-relations issues are also examined. (LMI)

ED 399 640   EA 027 886

Brown-Haynes, Sharon; Holland, Gary
Educational Reform: Implications for Educators.
PUB DATE- Jul 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; *Public Education; *School Based Management; *School Restructuring

The problems facing public education in the United States today are many. School-based management is one type of reform that takes into consideration the diversity of student populations and builds shared goals among the students, staff, school, and community. This paper summarizes research findings on the components of effective school restructuring, particularly school-based management. A review of current literature on school reform suggests two themes: (1) the importance of involving all affected groups at all stages of reform; and (2) the establishment of priorities. Theodore Sizer (1991) suggested that school reform can be initiated within existing budgets. Because school reform is not instantaneous, educators must not disband reform efforts if immediate resolution of educational problems does not materialize. (Contains 10 references.) (LMI)

ED 399 641   EA 027 887

Baker, David; And Others
How Different, How Similar? Comparing Key Organizational Qualities of American Public and Private Secondary Schools. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Qualifications; Educational Objectives; Institutional Autonomy; Private Education; *Private Schools; Public Education; *Public Schools; School Based Management; *School Organization; School Personnel; Secondary Education; Tables (Data); Teacher Salaries

Although differences in the organization of public and private schools are a focus of school reform discussions, those differences are not well understood. Using data from a national sample of secondary schools in the 1990-91 Schools and Staffing Survey, conducted by the National Center for Education Statistics (NCES), this report examined organizational differences across public and private schools and among private school types. The study examines six key organizational evaluation criteria that they use. This book was written to help readers develop more refined lenses for viewing the privatization movement. Chapter 1 asserts that the use of private strategies in education should proceed from an informed understanding of the strengths and weaknesses and goals and objectives of this array of policy instruments. Chapter 2 defines privatization and reviews the objectives that the arrangement is designed to meet. The chapter presents a typology of 10 privatization strategies, based on the dimensions of allocation and provision of services. The third chapter traces the evolution of privatization as a policy initiative. The first part examines the growth of the public sector between 1900 and 1980, and the second half addresses the expansion of privatization over the past 25 years. Chapters 4 and 5 examine the pressures and rationale that contributed to the growth of privatization and unpack the arguments advanced by advocates and opponents. The sixth chapter reviews the specific forces supporting privatization initiatives in education, showing how the privatization movement draws strength from: (1) central dimensions of the larger reform agenda; and (2) the privatization efforts under way in other areas of public-service delivery and analog initiatives in the private sphere. Four tables, one figure, and an index are included. (Contains 220 references.) (LMI)

ED 399 660   EA 027 916

LaRocque, Linda; Shields, Carolyn
Description and Analysis of School District Consultation Processes during Phase 1 of the British Columbia Year-Round School Study Project: A Study Conducted for the British Columbia Ministry of Education.
PUB DATE- Feb 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Planning; Elementary Secondary Education; Foreign Countries; *Information Dissemination; Information Seeking; Participative Decision Making; Program Implementation; *Regional Cooperation; *School Districts; Shared Resources and Services; *Year Round Schools
IDENTIFIERS- *British Columbia

In July 1994, the British Columbia Ministry of Education invited proposals from school districts interested in studying the feasibility of year-round schools (YRS). This paper presents findings of a study of six partner school districts, each of which implemented its project independently of others while engaging in cross-district collaboration. Conducted during autumn 1995, the study examined the districts' consultation processes during Phase 1 of the YRS Project. Data were obtained from telephone interviews with one contact person from each district, examination of district reports and documents, and observation of partner meetings. The process by which districts became involved in the project; established committees; and acquired, assessed, and shared information is described. The following recommendations are offered: (1) The call for proposals should set clear criteria for school-district selection consistent with the project's intent; (2) the Ministry of Education should make a variety of resources available prior to committees starting the information-gathering process; (3) the ministry should provide districts with guidelines to help them interpret the research literature;

Passe, Jeff
When Students Choose Content: A Guide to Increasing Motivation, Autonomy, and Achievement.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; *Curriculum Development; Elementary Secondary Education; Learning Motivation; Participative Decision Making; *Student Centered Curriculum; *Student Developed Materials; *Student Motivation; *Student Participation; Student Role; Teacher Role

In recent years, schools have been moving away from centralized decision making, granting teachers the authority to determine course content. This book explores the concept of including students in curricular decision making. Chapter 1 explains why students at all grade levels should be involved in choosing topics of study. Educational research and theory to support the model are presented in chapter 2. Involving students in decisions about curriculum improves the following areas of student performance--autonomy, student learning, motivation, and classroom behavior. Step-by-step guidelines for promoting student curricular decision making are offered in the third chapter. The fourth chapter describes how student participation in curriculum development worked in one middle-school classroom. Tips for ensuring that course content is adequately covered and a discussion of factors for increased efficiency are offered in chapter 5. The final chapter provides answers to commonly asked questions about student involvement in curricular decision making. An index and 15 figures are included. (Contains 41 references). (LMI)

ED 399 678 EA 027 973

Shipengrover, Judith A.; Conway, James A.
Expecting Excellence; Creating Order out of Chaos in a School District.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Change; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Organizational Change; *Organizational Development; Organizational Theories; Politics of Education; Public Schools; School Effectiveness; *School Restructuring; *Total Quality Management
IDENTIFIERS- *Kenmore Tonawanda School District NY

In the wake of the educational reform efforts of the 1980s, researchers sought to identify the characteristics of effective schools. This book describes the reform efforts of the Kenmore-Town of Tonawanda (Ken-Ton) Union Free School District, which is located outside Buffalo, New York. Data were obtained from observations; document analysis; and interviews with administrators, teachers, support staff, board of education members, and external consultants. Part 1 describes in detail the evolution of the district's improvement initiative, with a focus on understanding the process of the school improvement program (SIP). Chapter 1 provides an overview of the district first research study examined the opinions of 110 individuals with disabilities who were working in supported employment. Results showed that 90 percent of these consumers liked their jobs and 96 percent were satisfied with supported employment and believed they would not be working without its assistance. The second research project was a vocational integration study of 390 consumers of supported employment services. Findings indicated a significant difference between the level of integration experienced by the consumers and the type of job they held. Consumers employed in clerical jobs were more integrated than in other job types. The third study was a national survey of 365 agencies which found that 98.9 percent of respondents reported that their agencies were continually converting facility-based resources to community-based employment. These participants were also asked questions on the use of Plans for Achieving Self-Support (PASS). Results showed that supported employment participants were major users of PASS plans. (CR)

ED 399 696 EC 305 027

Trout, Ann

Early Indicators of Learning Disabilities Using the Brigance K & 1 Screen for Kindergarten and First Grade.

PUB DATE- Mar 96

NOTE- 51p.; Master's Thesis, Middle Tennessee State University. Paper based on thesis presented at the Annual Convention of the National Association of School Psychologists (28th, Atlanta, GA, March 12-16, 1996).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Diagnostic Tests; *Disability Identification; *Early Identification; Educational Diagnosis; Language Impairments; Language Skills; Language Tests; *Learning Disabilities; Predictive Validity; Primary Education; *Screening Tests; Student Evaluation

IDENTIFIERS- *Brigance K and 1 Screen

The purpose of this study was to determine if there were differences between learning disabled and nonlearning disabled students in skill areas and total scores on the Brigance K & 1 Screen for Kindergarten and First Grade. The study investigated whether students with learning disabilities would show significant weaknesses in language-based skill areas and whether their total skill area scores would be significantly lower than the other students. Results indicated that the students with learning disabilities did have significantly lower total scores, but there were no specific weaknesses in language-based skill areas. The need for early intervention in children with learning disabilities and the definition of learning disabilities are discussed. The problems with early identification of learning disabilities are noted, including the fact that preschool and early elementary-aged children have not had much experience in academic skills, and some tests designed for young children are not good predictors of future achievement and ability. The capability of language tests to accurately assess pre-academic abilities in younger children is highlighted. A review of studies on language ability is presented. Appendices include a review board approval letter, parental consent forms, and the data collection form. (Contains 26 references.) (CR) good schools) and specific protective measures for children with ADHD and LD (multidisciplinary intervention). The importance of the child's attachment to at least one prosocial supporting adult is stressed for the promotion of prosocial behavior. Recommendations for policy and practice address risk reduction; cultivation of resiliency; encouragement of bonding; increased self-esteem; and creation of a consistent system of expectations, reinforcement, and recognition. (Contains 89 references.) (CR)

ED 399 714 EC 305 045

The Ins and Outs of Supported Employment: A Montana Case Manager's Curriculum.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Community Programs; *Curriculum; Delivery Systems; *Disabilities; Evaluation Methods; Financial Support; Interdisciplinary Approach; Normalization (Disabilities); Referral; Social Integration; Social Services; Staff Development; *Supported Employment; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Case Management; Montana; *Social Security; Social Security Disability Insurance; Supplemental Security Income Program

This curriculum on supported employment for individuals with disabilities is intended for case managers in Montana and focuses on programs and processes relevant to the case manager's typical roles of long-range planning, coordination, and facilitation. Part 1 discusses the move toward inclusion, including its value, the concept of normalization, and past service delivery systems. Part 2 reviews the values and philosophies of supported employment, noting differences between traditional vocational programs and supported employment and characteristics of supported employment. Part 3 is on community integration, with information on how to facilitate social interactions. Part 4 discusses the referral process, the funding of supported employment services, how vocational rehabilitation works, and funding for extended services. Part 5 presents information on consumer assessment including different assessment procedures. Various employment advocacy activities are described in Part 6. Ways to establish supportive relationships in supportive employment are highlighted in Part 7, with suggestions on meeting the unique needs and desires of families and caregivers, job coach techniques that enhance supportive relationships with families, and addressing common concerns of families. Finally, Part 8 surveys the Supplemental Security Income system and Social Security Disability Insurance program. Each chapter includes a quiz for self-evaluation. (Contains 21 references.) (CR)

ED 399 715 EC 305 046

Lodge, John, Ed.
Access Technology: A Guide to Educational Technology Resources for Visually Impaired Users.
PUB DATE- 96

federally supported project designed to create student/staff teams from colleges and universities to encourage undergraduate/graduate students with disabilities to become leaders, through development of self-identity and identity with one's peer group and learning to work with other individuals and groups. The report states that 178 students (with and without disabilities) and student affairs professionals representing 57 institutions participated in Project LEEDS. The activities and accomplishments of the project are identified. They include: (1) developed a leadership training curriculum geared to students with disabilities; (2) held two national Institutes on Disability and Leadership; (3) co-sponsored three regional conferences on disability and leadership; (4) provided technical assistance to institutions; (5) developed a leadership training manual; (6) provided 285 consultations on disability and leadership; (7) established a listserv to foster communication among Project LEEDS participants; (8) produced an annotated bibliography of leadership resources relevant to students with disabilities; and (9) disseminated information about the project. The report also provides program evaluation material including participants' satisfaction information. The outcomes of the project are highlighted, and a list of recommendations for those replicating the project is included. Appendices include the projects' publications, specific information on the institutes and conferences, articles on Project LEEDS, and evaluation data summaries. (CR)

ED 399 732 EC 305 063

Robertson, Barbara A.
Leadership Education: A Review.
PUB DATE- 94
NOTE- 10p.; In: Project LEEDS: Leadership Education To Empower Disabled Students. Final Report; see EC 305 062.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Awareness; *Disabilities; *Educational Strategies; Individual Development; Leaders; *Leadership Qualities; *Leadership Training; Student Empowerment

This paper reviews literature on leadership education, including empowerment of individuals with disabilities. The emphasis in early leadership research was on leadership "traits," reflecting the belief that leaders are born, not made. Subsequently research viewed leadership as the outcome of both situational and personal factors, and their interactions. Leadership education then began to assume that leaders are made, and currently focuses on factors that are amenable to development. Leadership training should focus on understanding one's inner abilities and dreams, conceptualizing what leaders actually do, and behavioral modeling. Other issues that leadership training should deal with include the importance of understanding the power relations within educational institutions; the differences in institutional cultures and the barriers that student leaders may face; the way institutions view student activism and the impact on leadership development; and the efforts of educational institutions to grapple with diversity, including students with disabilities. The paper concludes that leadership training for people with disabilities should address issues of cultural identity, to strengthen both the individual with the disability and the disability community. (Contains 15 references.) (CR)

ED 399 733 EC 305 064

(12) "Self-Injurious Behavior" (David Pitonyak); (13) "Deaf-Blind" (JoAnn M. Marchant); (14) "Learning Disabilities" (William N. Bender); (15) "Case Management" (Susan Neal and Beth Gilson); (16) "Community-Based Vocational Training" (Katherine Inge and others); (17) "Supported Employment" (Paul Wehman and Wendy Parent); (18) "Supported Living and Collaborative Transition" (Tom J. Clees); and (19) "Social Security" (Susan O'Mara and John Kregel). (Individual chapters contain references.) (DB)

ED 399 749 EC 305 088

Idol, Lorna; And Others
Models of Curriculum-Based Assessment: A Blueprint for Learning. Second Edition.
PUB DATE- 96
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consultation Programs; *Curriculum Based Assessment; Dictionaries; *Disabilities; Elementary Secondary Education; Evaluation Methods; History Instruction; Inclusive Schools; *Literacy Education; *Mathematics Instruction; Performance Based Assessment; Reading Instruction; Regular and Special Education Relationship; Science Instruction; *Social Studies; Student Evaluation; Study Skills; *Teacher Collaboration; Teacher Made Tests; Teaching Models; Writing Instruction

This book provides a rationale for, discussion, and extensive examples of curriculum-based assessments (CBA) for students with disabilities in the regular classroom, in the context of the collaborative consultation model. The model stresses the need for input from people with diverse expertise to generate creative solutions to mutually defined problems. An introductory chapter considers the factors that make CBA an important alternative to traditional testing practices and identifies the desired outcomes of skill acquisition by the learner and cooperation between special educators and classroom teachers. The following seven chapters then explain the use of CBA in specific subject areas and present examples of CBAs that have actually been constructed and used in teaching the following subjects: (1) reading skills, (2) written expression, (3) history and social studies, (4) mathematics, (5) science, (6) dictionary skills, and (7) following directions and using study skills. An appendix lists basic rules of composition concerning capitalization, punctuation, abbreviations and contractions, italics, and numerals. (Contains 85 references.) (DB)

ED 399 750 EC 305 089

Fullerton, Ann; And Others
Higher Functioning Adolescents and Young Adults with Autism: A Teacher's Guide.
PUB DATE- 96
NOTE- 96p.; Illustrations by Georgianne Thomas.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

PUB DATE- 96
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Discourse Analysis; English; *English (Second Language); Foreign Countries; Interpersonal Communication; *Language Role; *Language Styles; Language Usage; *Language Variation; *Literacy; Literary Genres; Oral Language; Rhetoric; Vocational English (Second Language); *Writing (Composition); Written Language

This collection of essays explores the diversity of contemporary English language use, both spoken and written, around the world. The first chapters focus on the use of English within various kinds of interpersonal communication, and later chapters look at artistic and creative products of English speakers and writers, discussing the kinds of cultural achievement they represent. Some chapters address variation in terms of: accent, dialect, and other social and regional forms; written versus spoken forms; and adaptation of language use to serve particular purposes and conform to the conventions of particular kinds of cultural event. Chapters include: "Everyday Talk" (Janet Maybin); "Literacy Practices in English" (Mike Baynham, Maybin); "English at Work" (Neil Mercer); "Rhetoric in English" (Robin Wooffitt); "What Makes English Into Art?" (Lesley Jeffries); "Language Play in English" (Guy Cook); "An English Canon?" (Maybin); and "A Tongue, For Sighing" (Jane Miller). Contains 192 references. Contents are indexed. (MSE)

ED 399 769 FL 024 094

Graddol, David, Ed.; And Others
English: History, Diversity and Change.
PUB DATE- 96
NOTE- 401p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Code Switching (Language); Colonialism; Diachronic Linguistics; *English; *English (Second Language); Foreign Countries; Grammar; *Language Role; *Language Styles; Language Usage; *Language Variation; Oral Language; Phonology; *Pronunciation; Written Language

Essays examine development of the English language from Old English to the present, characteristics and use of contemporary varieties, and what the language means to speakers around the world. "English Voices" (Joan Swann) raises issues and questions about variation in English, to be addressed in later chapters. "English Manuscripts: The Emergence of a Visual Identity" (David Graddol) traces the visual history of English from early runic engravings to contemporary texts. "The Origins of English" (Dick Leith) provides an outline history of English within England to the Middle Ages. "Modernity and English as a National Language" (Leith, Graddol) examines processes of linguistic standardization since printing began. "English--Colonial to Postcolonial" (Leith) traces the spread of English throughout the world in relation to colonialism. "Variation in English Grammar" (Linda Thomas) examines some grammatical characteristics of English varieties. "Accents of English" (Susan Wright) asks what distinguishes one English accent from another, patterns of variation and change, and social meanings conveyed by accents. "Style Shifting, Codeswitching" (Swann) looks at how individual speakers routinely codeswitch to represent different aspects of their identity. "Good and Bad

This collection of working papers in syntax includes: "Null Objects in Mandarin Chinese" (Christie Block); "Toward a Linearization-Based Approach to Word Order Variation in Japanese" (Mike Calcagno); "A Lexical Approach to Inalienable Possession Constructions in Korean" (Chung, Chan); "Chinese NP Structure" (Gao, Qian); "Linearization and Coordination in German" (Andreas Kathol); "Revisiting the Genitive Relative Construction in Korean: Real GRC?" (Lee, Ki-Suk); "Subcategorization and Case Marking in Korean" (Yoo, Eun Jung); and "Different Semantics for Different Syntax: Relative Clauses in Korean" (Yoon, Jea-Hak). Contains a 205-item bibliography on head-driven phrase structure grammar compiled by Mike Calcagno, Andeas Kathol, and Carl Pollard. (MSE)

ED 399 791 FL 024 117

Lee, Sook-Hyang, Ed.; Jun, Sun-Ah, Ed.
Papers from the Linguistics Laboratory. Working Papers in Linguistics No. 43.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 94
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acoustics; Akan; Arabic; *Articulation (Speech); Chinese; Contrastive Linguistics; English; English (Second Language); French; German; Interference (Language); Korean; *Language Patterns; Language Research; Language Rhythm; *Languages; *Language Variation; Linguistic Theory; Mandarin Chinese; Phonetics; *Phonology; Second Languages; Suprasegmentals; Uncommonly Taught Languages; Vowels
IDENTIFIERS- Amoy

This collection of papers on linguistic experiments includes: "Initial Tones and Prominence in Seoul Korean" (Ken de Jong); "The Domains of Laryngeal Feature Lenition Effects in Chonnam Korean" (Sun-Ah Jun); "The Timing of Lip Rounding and Tongue Backing for /u/" Gina M. Lee); "Prosody and Intrasyllabic Timing in French" (Janet Fletcher, Eric Vatikiotis-Bateson); "Lip Rounding and Vowel Formant Frequencies in Nantong Chinese" (Benjamin Ao); "Comparison of Lip Rounding in German and English Vowels" (Monica Crabtree, Claudia Kurz); "Labial Position and Acoustics of Korean and English High Vowels" (Sun-Ah Jun); "An Articulatory Study of the Features ATR in Akan and Emphasis in Arabic" (Sook-Hyang Lee); "Lip Rounding in Amoy and Mandarin High Vowels: Maximum Dispersion, or Adequate Separation" (Ho-hsien Pan); "The Duration and Perception of English Epenthetic and Underlying Stops" (Sook-Hyang Lee); and Interference for 'New' versus 'Similar' Vowels in Korean Speakers of English" (Sun-Ah Jun, Islay Cowie). Articles contain references. (MSE)

ED 399 792 FL 024 118

Venditti, Jennifer J., Ed.
Papers from the Linguistics Laboratory. Working Papers in Linguistics No. 44.
SPONS. AGENCY- National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.
PUB DATE- Apr 94
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)

of Canadian English residing in Toronto (CE); and (3) speakers of Italian residing in Toronto, first-generation immigrants, defined as speakers of Italian as a community language (ICL). The resulting description of linguistic and pragmatic behavior of the SI and CE was then used to explain the ICL speakers' possible patterns of divergence from the native norms of Italy, and possible patterns of convergence toward the norms of their adopted country. Speakers' performance was analyzed in terms of positive or negative face- orientation, as well as a number of variables, including social distance and dominance and weak or strong face threat of the complaint. Implications for research on speech act behavior are examined, and new procedures for collecting and analyzing speech act data are suggested, with the goal of understanding the relationship between the preferred or dispreferred status of the second components of an adjacency pair, and the face-orientation of a given speech community. Contains 39 references. (Author/MSE)

ED 399 813 FL 024 140

Mir, Montserrat
The Perception of Social Context in Request Performance.
PUB DATE- 95
NOTE- 17p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Context; *English (Second Language); Interaction; *Interpersonal Communication; *Language Patterns; Language Research; Language Usage; Linguistic Theory; Native Speakers; *Pragmatics; Second Language Learning; *Sociocultural Patterns; Speech Acts
IDENTIFIERS- *Requests

In studying the role of context in speech act performance, the tradition has been to use controlled elicitation instruments that allow for manipulation of social dimensions. The assumption is that by controlling social context, all respondents will assess social relations very similarly, although little research has dealt with the validity of this assumption. The current study explores the relationship between situational and cultural factors in producing requests and in assessing social dimensions in interaction. Data are drawn from a larger study of request performance by native and non-native speakers of English where two measures were used: an open-ended questionnaire that elicited responses according to contextually controlled situations and an assessment questionnaire that triggered the subjects' evaluation of social parameters. Results indicate that the perception of social dimensions in interaction, and their interrelationship, definitely have a significant role in verbal behavior. Further, a correlation was found between the subjects' assessment of social factors and their requesting behavior, such as in the level of directness shown in subjects' request responses. Contains 9 references. (Author/MSE)

ED 399 814 FL 024 141

Sun, Hao
Pauses and Co-Construction in Chinese Peer Review Discussions.
PUB DATE- 95
NOTE- 22p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.

PUB DATE- 95
NOTE- 21p.; Product of UNEVOC, the International Project on Technical and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clerical Workers; Comparative Analysis; *Curriculum Development; Foreign Countries; International Cooperation; *International Educational Exchange; Material Development; *Office Occupations Education; Postsecondary Education; Program Development; Program Implementation; Secondary Education
IDENTIFIERS- *Germany; *Russia

A pilot center was established in Yaroslavl, Russia, to train business clerks using German curricula and training that could be applied to Russian conditions. Choice of Germany as a model was due to increasingly developing cooperation with that country in the field of vocational education. The Russians analyzed German curricula and worked out the project for a new profession--industrial businessperson. Three principal directions of commercial activity were chosen: retailer, wholesaler, and industrial businessperson. The curriculum, which had in-class and vocational (industrial) components, was structured as follows: general educational, vocational education, in-class and practical training, and consultations and exams. Curriculum content included these topics: organization of bookkeeping, crediting, and taxation; basics of management; basics of marketing; commercial law; modern office equipment and business planning; foreign language for business; and culture of business activity. Content for industrial business clerks would also include basics of industrial production, science of commodities, and special courses: specialization by type of industry. In comparison with the German curriculum, the Russian one increased teaching time and redesigned syllabi in subjects due to principal differences in the economic mechanisms of Russia and Germany. (Appendixes include occupational information, comparative analysis of Russian to German curricula, and the syllabi). (YLB) institutions; (5) a certificate in vocational education takes 3 years (6 semesters) to complete, whereas a diploma program takes 4 semesters; (6) departmental and institutional cooperation is stressed; and (7) women are encouraged to seek employment in a variety of occupations, although there are obstacles to their doing so. The bibliography contains 32 references. (KC)

Stevens, David W.; Shi, Jinping
New Perspectives on Documenting Employment and Earnings Outcomes in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Research; Education Work Relationship; *Employment Patterns; Evaluation Methods; Graduate Surveys; *Measurement Techniques; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Salaries; Secondary Education; *Vocational Education; *Vocational Followup

This guide is designed for local and state authorities who seek a better understanding of the performance of their vocational education programs. Its basic theme is management diagnostics. The first section provides a brief introduction to three decades of research that has been conducted on wage records submitted by employers under unemployment compensation laws. The second section uses an optics metaphor to demonstrate the interplay of candidate qualifications, employer requirements, and employment opportunity as these ultimately determine whether and how a former student prospers in the workplace--employment and earnings history. This section shows that a single vocational education event cannot be easily isolated as the force that resulted in a particular employment outcome. The third section uses multiple concepts and measures of employment and earnings. The relevance of preenrollment, concurrent, and postenrollment measures of each is emphasized. This section offers many examples of the weakness of single point-in-time measures of employment status and documents why attribution of observed markers of employment as placements cannot be sustained in many cases. The fourth section explores the following: (1) alignment of enrollment and employment affiliations, (2) documentation of continuing education, (3) multiple employer affiliations, (4) censoring reported earnings, and (5) specification and estimation of models. Contains 47 references. (YLB) introduction, general societal situation and changes, situation of adult education, and state of research on adult education. The national reports are as follows: "Belarus" (Iouri Zagoumennov); "Bulgaria" (Maria Makedonska, Natalia Kalandarova); "Croatia" (Silvije Pongrac, Renata Cepic); "Czech Republic" (Frantisek Belohlavek and others); "Estonia" (Talvi Marja); "Hungary" (Pal Soos); "Latvia" (Ilze Buligina, Anita Jakobsone); "Lithuania" (Danguole Beresneviciene); "Republic of Moldova" (Didina Rogojina); "Poland" (Izabela Ratman Liwerska); "Romania" (Emil Paun, Nicolae Sacalis); "Russia" (Serguey Zmeyov); "Slovak Republic" (Viera Prusakova); "Slovenia" (Zoran Jelenc); and "Federal Republic of Yugoslavia" (Katarina Popovic-Cekovic). Two conference reports, "Report on the Workshop 'State of the Art Study' of Research on the Education of Adults" (Ljubljana, January 21-22, 1994). the International Conference 'Adult Education in the Period of Transition,'" (Ljubljana, March 10-11, 1995) follow. The summary is provided in English and Slovenian. Appendixes include three project reports: "Adult Education Research: World Trend Analysis"; "'State of the Art' Study of Research on Education of Adults in the European Countries"; and "'State of the Art Study' of Research on Education of Adults in Central and East European Countries." (YLB)

IDENTIFIERS- 353 Project

This guide, which is intended for project directors, coordinators, and other professional staff involved in developing and delivering workplace education programs, explains the workplace education evaluation process, the main approaches to evaluation, and considerations in selecting appropriate evaluation instruments. Discussed first are the importance of program evaluation and measurable outcomes. Special attention is paid to the importance of evaluating "soft skills" training and elements business wants from evaluation (those which involve key players, use multiple evaluation measures, incorporate continuous feedback, use evaluation findings to review/revise training as needed, assess program outcomes through measurable outcomes). The similarities and differences between formative and summative evaluation are detailed, and several noninstructional factors that may influence training outcomes are mentioned. Described next are the four levels of Donald L. Kirkpatrick's model for evaluating training, which entails measurement of the following: training participants' reactions to training at the time of training; their learning of the training materials' content; their use of new skills on the job; and observable business results (the return on investment as a result of training). The strengths/weaknesses of using student reaction, student learning, student performance, and organization results as measures of program effectiveness are weighted. Contains 10 informational resources. (MN)

answered: what the customs officer does, what she likes about it, what kinds of things are smuggled, how various kinds of drugs and animals are smuggled, and how they are detected. Cartoons are used to enliven the material, and a glossary listing 26 words is included. Although designed to be used in literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

ED 399 456 CE 072 597

Edwards, Hazel
Workdays. A Day in the Life of...the Family Garage Owner.
PUB DATE- 95
NOTE- 28p.; For related documents, see CE 072 594-603.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Auto Mechanics; *Career Education; Career Exploration; Entrepreneurship; Foreign Countries; High Interest Low Vocabulary Books; *Literacy Education; Motor Vehicles; *Occupational Information; Quality of Working Life; Reading Instruction; *Small Businesses
IDENTIFIERS- *Australia

One of a series of work-based interviews about occupations in Australia, this booklet presents a personal interview with a service station owner about his job. The following questions are answered: what the garage owner does, why he chose the field of employment, how the business has been run, goals for the future, what he does and doesn't like about it, what the garage owner does during a working week, his co-workers, and the hours. Cartoons are used to enliven the material, and a glossary listing 42 words is included. Although designed to be used in literacy classes with adult new readers, the booklets are also appropriate for use with elementary and secondary students in career exploration and career education. (KC)

PUB DATE- 96
NOTE- 342p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Career Choice; *Career Guidance; Career Planning; Education Work Relationship; Higher Education; Occupations; Parent Child Relationship; *Parent Participation; Post High School Guidance; Secondary Education; *Vocational Interests
IDENTIFIERS- Career Decisions; *Career Information

The emerging information-oriented, high-skills occupational society is rapidly expanding. This book, written for parents and their children, is intended to help young people through the daunting process of deciding what they want to be when they grow up. Presented in four parts, the volume opens with a discussion of the new realities, such as technology and the global economy, population and labor force trends, parental influences, and inequities in the workplace. In part two, occupations are discussed along with strategies for making work a part of a total lifestyle. Some of the issues addressed here include tomorrow's jobs and where to find occupational information. Part three presents a step-by-step process for young people who plan to attend a four-year college or university. It is intended to help high school students and their parents understand the basic differences among various forms of higher education. The last section discusses career preparation in depth and explores the different strategies--vocational education, apprenticeships, civil service, and military service--that young people should investigate. The chapter suggests that students and their parents should consider all kinds of postsecondary education when making career plans. (RJM)

ED 399 497 CG 027 348

Alabama Substance Abuse Prevention Training Program for
  Educational Personnel. Final Report.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs
  (132),Reports - Descriptive (Program/Project Descriptions)
  (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Drug Education; Elementary Secondary Education;
  Grants; Health Promotion; Prevention; *Professional
  Development; Program Evaluation; Reports; *School Counselors;
  *School Nurses; *School Psychologists; Substance Abuse
IDENTIFIERS- Alabama

Quality substance abuse training for 279 educational personnel (school counselors, school nurses, and school psychologists) across the state of Alabama was provided in a series of two-day training sessions through a federal grant. Although the original grant proposed 7 training sessions, 9 training sessions were ultimately offered over the course of the project, with class sizes ranging from 9 to 46 participants. Four of the training sessions were held in Birmingham, Alabama. Goals and objectives of the grant are listed, and how each goal was met is described. The goals were to: (1) improve the quality of drug education materials by developing training materials; (2) increase the number of qualified school-based substance abuse professionals; and (3) increase the amount of technical assistance available to school counselors, psychologists, and nurses to aid them in establishing prevention/intervention activities at the local level. Participants' project evaluations were highly positive. Contains three tables. Appendices, which account for 80% of the document, are: (1) Advisory Board Members; (2) Participant List by Site Trained; (3) Qualitative Evaluation Comments; (4) Evaluation Report; and (5) Alabama Peer Helpers Association Conference Brochure. (JBJ).

school reading program; and four articles (from scholarly and professional journals) and ERIC documents on the topic. A 41-item annotated bibliography of items in the ERIC database on the topic is attached. (RS)

ED 399 518 CS 012 601

Bridge, Connie A.; And Others

Implementing Large Scale Change in Literacy Instruction: A Second Look.

PUB DATE- 29 Nov 95

NOTE- 6p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; *Educational Change; Integrated Activities; *Language Arts; Primary Education; *Reading Instruction; Student Needs; *Whole Language Approach; *Writing Instruction; Writing Processes

IDENTIFIERS- Authentic Assessment; *Kentucky; Kentucky Education Reform Act 1990; Process Approach (Writing)

A study examined whether Kentucky primary teachers were adopting the changes in literacy instruction recommended in the Kentucky Education Reform Act (KERA/1990) which, in part, encouraged the use of whole language and integrated reading/language arts approaches and the teaching of writing as a process. The study employed direct classroom observations and teacher interviews with 96 subjects, selected by random sample from 24 schools in Kentucky's 8 regional service center areas. Results indicated that approximately 70% of teachers were using recommended practices in reading and writing instruction and 60% were using authentic methods of literacy assessment. Half or more of the teachers were having difficulty implementing continuous progress, using flexible grouping, and varying their instruction to meet individual needs. Teachers were also having difficulty sharing control with students. It appears that statewide mandates in literacy instruction and assessment can bring about changes in teachers' instructional practices. (CR) write increased as demonstrated by their observable behavior and documented work in the classroom setting. (Contains 18 references and 17 appendixes of research material, including 10 figures of data and student portfolio samples.) (Author/TB)

ED 399 538   CS 215 447

Rossi, Michael J.
Walking the Tightrope: Negotiating between the Ideal and the Practical in the Writing Center, Part 2: The Real.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; Higher Education; Objectives; *Theory Practice Relationship; Tutors; Writing (Composition); Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Academic Community

Writing centers have to adapt their philosophies to meet challenges that are unique to individual institutions. Working with faculty in other disciplines inevitably brings changes in what writing centers do, creating a need for some adaptation in the way a center operates--on at least a practical, day-to-day level. The greatest challenge is to find practical means of fostering the growth necessary to achieve the ideal. It is fortuitous that Stephen North's essay (1994) and Muriel Harris' essay (1995) appeared in mailboxes at nearly the same time because while North tries to shake what is left of the comfortable assurance that writing centers know what they are about, Harris looks past the proliferation of things writing centers do to discover their unique function, their valuable contribution to education now and in the longed-for, transcendent future. Among North's major points is that writing centers hamper their own growth by adhering to flawed, idealistic images of themselves. Writing centers, he suggests, are more likely to be coopted by than to change their institutions. In contrast, Harris believes that transforming the institution is part of the writing center's job and goal. These essays suggest that writing center administrators need to become less rigid or less defensive in their advocacy of their ideals. They might begin to do that by talking to those who stand between the theory and the daily demands of the writing center, the tutors. (Contains six references.) (TB)

is often the catalyst that leads to journalism careers. The study used a telephone questionnaire as the survey instrument. Maryland high schools (160) were selected to provide data for the Maryland Scholastic Press Association, since the state roughly reflects the racial breakdown of the nation (29.4% minority population), with a diverse demographic mix. Of the 137 schools which had newspapers, the adviser was then contacted and interviewed, with a response rate of 76.6%. Results indicated that 85.6% of all 160 non-vocational, non-special needs Maryland public schools published newspapers, including 110 (91.7%) of the 120 White plurality schools as opposed to 27 (67.5%) of the 40 Black plurality schools. Results also indicated that the mean number of pages was 84.8 at the former and 70.2 at the latter. Newspaper leadership in schools with a 69.7% White population was held 80% by White students and, conversely, Blacks made up 22.3% of the student population, but only held 14.2% of the top newspaper positions. Findings revealed that only 3.8% of advisers surveyed were minorities and only 8.6% majored in journalism, with 60% never having taken a journalism course. Findings also revealed that 45% of all American daily newspapers do not have minorities on their staffs. (Contains 2 tables of data and 27 references.) (CR)

communication assessment instruments for grades K-12. Next, it addresses the process by which instruments for higher education were identified and selected for inclusion, as well providing ideas for using the instruments. The final section presents reviews of 45 higher education instruments, divided into sections containing instruments intended for skills and behavioral assessment, or instructional and informative measures. (RS)

ED 399 579 CS 509 320

Cole, Terry W.
Evaluating Effectiveness through Program Assessment.
PUB DATE- 30 Mar 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Departments; *Evaluation Methods; Faculty Workload; Higher Education; *Mass Media; Program Development; *Program Evaluation; *Speech Communication; Summative Evaluation
IDENTIFIERS- *Academic Community; *Appalachian State University NC

This paper describes a faculty-designed program evaluation procedure established at Appalachian State University in North Carolina, focusing on the Communication Department. The assessment potential of this process is examined and, following an explication of the process itself and the Program Evaluation Committee (PEC) Report, the five elements of the final report are explored: (1) centrality to the university's mission; (2) department overview; (3) faculty workload/reassigned time and scholarly activity; (4) program demand; and (5) program duplication. The paper outlines the eight-member PEC structure and functions, noting that the committee was not established as an assessment agency per se, and that its direct mission is summative rather than formative. The paper illustrates how this or similar program evaluation processes have the potential for assessing departmental effectiveness for departments wishing to take advantage of the opportunity. Academic program review evaluation criteria are appended. Contains 15 references. (CR)

Surveys; Prediction; School Surveys
IDENTIFIERS- *Diversity (Faculty); *Faculty Attitudes

A survey was conducted to examine whether an underlying structure existed among items related to the practice of diversity, particularly practices related to diversity as an institutional process versus diversity as an assured outcome. The survey also examined whether a structure existed among items related to attitudes and beliefs about the outcomes of diversity, and sought to discover the utility of treating the practice measures as predictors of the outcomes measures. Respondents were 6 female and 4 male faculty members (8 were Caucasian and 2 were African-American) from a large southeastern college of journalism and communications with 59 full-time faculty (68% male/32% female with 12% racial minorities). Findings suggest a single dimension underlying responses to the policy items, and five dimensions underlying responses to the diversity outcome measures. Analysis of the five outcome measures showed ideology as a significant predictor of subjects' beliefs about diversity implications while group membership was not. It was concluded that ideology may be a strong yet relatively unexplored variable in understanding faculty's attitudes about the effects of diversity policies. What was uncovered in this research was a clear dichotomy in ideology and at least two different views of the world. Further research is needed to explore the multidimensional issues uncovered in this research. (Contains 5 tables of data and 38 references.) (Author/CR)

religious education and the U.S. Constitution, legal responsibility, copyright law, child abuse, sexual harassment, and Acquired Immune Deficiency Syndrome (AIDS). Issues related to direct contact with students are highlighted in part 2, including student rights, search and seizure, student activities, confidential information, defamation of character, and catechist-student relationships. Basic administrative issues--handbook development, boards of religious education, contracts, documentation of staff behaviors, and administrative liability insurance--are covered in the third part. Part 4 offers practical suggestions for holding inservice sessions with catechists, staff, and board members. (LMI)

ED 399 621   EA 027 862

Kallen, Denis
Secondary Education in Greece. Guide to Secondary Education in Europe.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; Educational Assessment; Educational Finance; *Educational History; Foreign Countries; *Governance; *School Administration; *School Organization; School Personnel; Secondary Education
IDENTIFIERS- *Greece

Cultural and national history have profoundly modeled Greek society and continue to play a vital role in Greek policy and in cultural and social life. This handbook provides a brief overview of secondary education in Greece. The first part describes the country's societal, historical, and political background; educational history and current education system; the structure of secondary education; and administrative structure of the education system. The second part examines specific issues in Greek secondary education, including curricula and innovation; the relationship between school and society and between the internal and external support structures; evaluation and assessment, training, functions, and employment conditions of teachers and principals; and financing and budgeting. Eight tables and one figure are included. (Contains 5 references.) (LMI)

domains: educational goals; the professionalization of principals; teacher compensation; size of administrative staff; school-based control; and curricular emphasis. Overall, the results show considerable organizational variation among different types of private schools and some significant similarities between public schools and some types of private schools. Although religious development of students is the most important goal among many private schools, comparable proportions of public, Catholic, and unaffiliated religious secondary schools hold academic excellence as their main educational goal. Although private school principals may hold fewer education credentials than their public school counterparts, there are differences across private school types. The ratio of administrative staff to faculty is larger in the private than public sector; however, there is considerable variation among private school types. Although private schools tend to have more onsite control of key administrative decisions, not all public schools lack this feature. There are few substantial sector differences in graduation requirements. Finally, after controlling for many other school characteristics, information about sector membership and private school type greatly increased prediction of a school's teacher salaries, but only modestly improved prediction of administrative staff size and the degree to which the principal is a key decision maker. In summary, school sector is not a simple organizational fault line running through the nation's schools. Eight tables and 11 figures are included. Appendices contain additional information about educational goals; details of the multiple regression analysis; tables of standard errors; a formula used in calculations; and technical notes. (Contains 45 references.) (LMI)

(4) the participants should respect and balance opposing viewpoints about YRS; (5) that the membership of both cross-district and district committees be carefully considered to reflect all groups equally; and (6) the ministry should play a more extensive leadership role. Appendices contain a list of the interview questions and profiles of partner districts. (LMI)

ED 399 661 EA 027 917

Shields, Carolyn M.; LaRocque, Linda J.
Literature Review on Year-Round Schooling (With an Annotated Bibliography).
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Attendance; Cost Effectiveness; Elementary Secondary Education; Foreign Countries; *Outcomes of Education; Program Effectiveness; Resistance to Change; School Holding Power; *School Schedules; Student Attitudes; Student Attrition; *Year Round Schools
IDENTIFIERS- *British Columbia

This paper reviews research literature on year-round schools (YRS) for the British Columbia Ministry of Education. The literature review is organized around the goals of the British Columbia Ministry of Education: (1) impact on student in terms of academic achievement, attitudes, and behavior; (2) costs and benefits; (3) facility use; (4) impact on educational personnel; (5) impact on parents and communities; and (6) the role of policy agencies and governing bodies. The review shows compelling evidence that YRS benefits at-risk students. Although there are dissenting findings and viewpoints, the review found that where implementation of YRS was carefully planned, involved appropriate consultative processes, and was monitored and evaluated over a period of time, levels of satisfaction were high on the part of all stakeholder groups. The review found no negative effects on student achievement and frequent positive impact in terms of student attitudes and behavior. Educators--both district- and school-based, both administrators and teachers--generally favored YRS once they experienced it. Parents and community organizations across all schools levels and in both single- and multi-track schools were highly supportive of YRS. Multi-track schools, despite the substantial amount of time and effort involved in organization, have greater potential than single-track schools to relieve overcrowding, save money at the school district level, reduce teacher absenteeism, and improve student retention and motivation. In conclusion, the risk incurred by a district planning to pilot year-round schooling would be minimal. A list of abbreviations and an annotated bibliography of research on YRS that distinguishes the quality of the research are included. (Contains 72 references.) (LMI)

environment and participants' perceptions of the first steps leading to implementation of the SIP. Chapter 2 describes the conceptual framework of the school-improvement model adopted by the district. The third chapter describes practices used by the district to develop its guiding conceptualization. Chapter 4 describes the 4-year stage during which the staff overcame their skepticism. The fifth chapter describes the third stage of the initiative, during which the SIP philosophy became an accepted standard practice. At the end of the third stage (after 11 years), the district applied for and won the New York State Excelsior Award, an award based on the philosophy of Total Quality Management (TQM). Chapter 6 relates the results of the self-assessment process that required the district to examine and document its actions using TQM criteria. Part 2 examines the transformation of the Ken-Ton School District from the perspective of five conceptual frameworks. Four are drawn from Bolman and Deal's writings on structural, human resource, political, and symbolic frames, and the fifth perspective comes from chaos and complexity theory. Eight figures are included. (Contains 122 references). (LMI)

ED 399 697 EC 305 028

Lonner, Thomas; And Others
Birth to Three Early Intervention Study: Enrollment of Children with Disabilities and Special Health Care Needs in Washington State Public Programs. Report No. 7.73.
PUB DATE- Sep 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Demography; *Disabilities; *Early Intervention; *Enrollment; Ethnic Status; Family Income; *Incidence; Infants; Influences; Preschool Education; Race; Rural Areas; *Special Health Problems; Toddlers
IDENTIFIERS- *Washington

This report presents information on infants and toddlers with disabilities and special health care needs enrolled in Washington State early intervention services. Enrollment numbers, rates, and patterns are discussed. Out of a total of 264,410 children ages 36 months and under, 4,324 were enrolled in an early intervention service plan as of December 1993. Washington State was found to have slightly lower enrollment rates than the national rate. Enrollment was higher among children of Medicaid-eligible families and there were large differences in enrollment rates by ethnicity/race, with higher prevalence and/or reporting of disabilities among American Indians than the nation as a whole. Rural counties were found to have higher enrollment rates than non-rural counties. An examination of risk factors for children under 3 found that low birthweight babies were four and a half times more likely to be enrolled for early intervention services. Appendices provide data and models supporting the report. (CR)

NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Braille; *Communication Aids (for Disabled); *Computer Uses in Education; Educational Technology; Electronic Equipment; Elementary Secondary Education; Foreign Countries; *Low Vision Aids; Partial Vision; Speech Synthesizers; *Visual Impairments
IDENTIFIERS- *United Kingdom

This book presents an introduction to the range of technology that can be used to assist in the education of students with visual impairments, with descriptions of the main features of approximately 45 systems. After an introductory chapter, Chapter 1 identifies four key uses for technology: in communication, in the production of materials, to provide access to information, and as a curriculum tool. Chapter 2 explains different computers and accessories including expansion cards, ink printers, scanners, CD-ROMs, special access systems, and overlay boards. Chapter 3 describes large display systems, including large text on screen, large print word processors, computer magnification systems, magnification system hardware, closed circuit television systems, and large print (paper). Chapter 4 reviews a variety of Braille systems such as electronic Braille displays, Braille note takers, mechanical Braille keyboards, and translation software for Braille. Chapter 5 evaluates speech systems, including screen readers, speech synthesizers, talking word processors, and different speech devices. A final section includes articles and information intended for specialists. Articles address materials production, selection of a laptop, the Internet, and sources of information and support in the United Kingdom. Includes a list of resources in the United Kingdom and a glossary. (CR)

Robertson, Barbara A.
Disability Culture, Community, and Pride.
PUB DATE- 94
NOTE- 11p.; In: Project LEEDS: Leadership Education To Empower Disabled Students. Final Report; see EC 305 062.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights Legislation; *Cultural Background; Cultural Context; *Disabilities; *Empowerment; *Identification (Psychology); Self Concept; Social Attitudes; Social Experience; *Social Influences; Social Integration; Values
IDENTIFIERS- Americans with Disabilities Act 1990

This report discusses the societal oppression of people with disabilities and the growing awareness of a new group consciousness and an emerging disability culture. It examines social attitudes toward individuals with disabilities; the effects of using a medical model of disability, with its implications for the objectification and control of people with disabilities; the movement of people with disabilities toward a sociopolitical model as members of a distinct minority group; and the values of this emerging culture such as accepting a disability as a source of pride and viewing life with a disability as worth living and celebrating. The functions of a disability culture are presented, including: (1) providing symbols, rituals, and values that serve to strengthen personal and group identity; (2) uniting people with disabilities and experiences, facilitating group action; (3) empowering people with disabilities by providing a variety of ways to inform others about themselves; and (4) inspiring other people with disabilities to self-identify. The paper also discusses the need for greater societal access and for stronger implementation of the Americans with Disabilities Act. (Contains 23 references.) (CR)

Classroom situations) (055),Collected Works - General (020)

DESCRIPTORS- *Adolescent Development; Adolescents; *Autism; Cognitive Processes; Communication Skills; Instructional Materials; *Interpersonal Competence; *Learning Strategies; Material Development; Media Adaptation; Mild Disabilities; Organization; Peer Relationship; Postsecondary Education; Secondary Education; Self Concept; Symptoms (Individual Disorders); *Teaching Methods; Teaching Models; *Time Management; Young Adults

IDENTIFIERS- Academic Accommodations (Disabilities)

This guide offers strategies for working with students with autism in the areas of academic instruction, organization and time management, and social skills. The importance of considering the autistic student's use of language and thinking style is stressed. Chapter 1, "Who Are Higher Functioning Young Adults with Autism?" (Ann Fullerton), provides the current definition of higher functioning autism and describes the sensory, cognitive, and social experiences of these persons. Chapter 2, "Adolescence and Young Adulthood" (Ann Fullerton), explores the impact of adolescence on the young adult's changing relationship with peers and on identity formation. Chapter 3, "Adapting Instructional Materials and Strategies" (Joyce Stratton), provides strategies for assessing needs and providing different levels of assistance to enable higher functioning students to experience academic success. Chapter 4, "Organization and Time Management Strategies" (Phyllis Coyne), shows how to help persons with autism learn to sequence, organize, and use time concepts in their daily lives. The last chapter, "Social Assistance" (Carol Gray), offers strategies to provide adolescents with accurate social information and effective responses to social situations. A list of resources, including organizations, newsletters, guides to relaxation techniques, and books, is appended. (Individual chapters contain references). (DB)

English" (Donald Mackinnon) examines aspects of diversity and change from a philosophical perspective. Contains 216 references, timeline, phonology chart, and index. (MSE)

ED 399 770 FL 024 095

Kuntz, Patricia S.
Students of Ancient Egyptian: A Pilot Study of Beliefs about Language Learning.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- African Languages; Beliefs; College Students; Comparative Analysis; Higher Education; *Language Attitudes; *Modern Languages; Second Language Learning; *Second Languages; *Student Attitudes; Uncommonly Taught Languages
IDENTIFIERS- *Egyptian Languages

A study investigated the beliefs about language learning held by eight university students enrolled in a course in Ancient Egyptian (AE), drawing on results of a larger study of eight languages. The study identifies priorities in students' general beliefs, describes effects such beliefs may have on their learning "dead" languages, and suggests beliefs that promote AE acquisition. Subjects were administered a Likert-type survey in which they indicated degree of agreement with 47 statements concerning language learning, including language characteristics, control over the curriculum, sense of progress, and concern for individual worth and personal problems. Demographic data were also gathered. Results showed some differences in both demographics and beliefs between students of AE and those of "living" African languages (n=8 students of Swahili, 9 of Arabic). The findings suggest that differences may exist between students of "living" and "dead" languages, making it possible for institutions, teachers, and instructional developers to create instruction meeting students' needs and goals. Contains 15 references and the survey instrument. (MSE)

DESCRIPTORS- Chinese; Cognitive Processes; Comprehension; Discourse Analysis; German; Japanese; Korean; *Language Patterns; *Language Processing; Language Research; Linguistic Theory; Nouns; Oral Language; Regional Dialects; Semantics; *Sentence Structure; Stress (Phonology); Suprasegmentals; Syllables; *Syntax; Uncommonly Taught Languages

The collection of papers on linguistic experiments includes: "Discourse Functions of Pitch Range in Spontaneous and Read Speech" (Gayle M. Ayers); "When Is a Syllable Not a Syllable?" (Mary E. Beckman); "The Relationship between Syntactic and Semantic Processes in Sentence Comprehension" (Julie E. Boland); "The Influence of Orthography and Sentence Constraint on the Processing of Nouns in Japanese" (Kim Darnell, Boland, Mineharu Nakayama); "Rate Effects on German Unstressed Syllables" (Stefanie Jannedy); "Asymmetry of Prosodic Effects on the Glottal Gesture in Korean" (Sun-Ah Jun); "Is There 'Dephrasing' of the Accentual Phrase in Japanese?" (Kikuo Maekawa); "Effects of Prosodic Position and Tonal Context on Taiwanese Tones" (Shu-hui Peng); and "The Influence of Syntax on Prosodic Structure in Japanese" (Jennifer J. Venditti). Articles contain references. (MSE)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; College Students; Comparative Analysis; Cooperation; Discourse Analysis; English (Second Language); Higher Education; Interaction; *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; Native Speakers; North American English; *Peer Evaluation; *Pragmatics; *Second Languages; Suprasegmentals; Writing Instruction

Using a comparative rhetoric model, a study examined the discourse behavior of native speakers of American English conducting peer review discussions in English and that of native speakers of Chinese performing the same task in Chinese. Data are drawn from audiotape recordings of peer review discussions of eight college students, conducted in college writing classes. One of the discourse features demonstrated by the native speakers of Chinese in this study is co-construction, a discourse phenomenon of collaboration. However, there is considerable difference between individual participants in the frequency of this behavior. While co-construction has been evidenced in studies of English conversation, these native speakers of American English did not manifest similar interactional behavior in their peer review discussions. Contains 21 references. (Author/MSE)

ED 399 815 FL 024 142

de Kadt, Elizabeth
"I Must Be Seated To Talk to You": Taking Nonverbal Politeness Strategies into Account.
PUB DATE- 95
NOTE- 12p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Languages; Body Language; Dialogs (Language); Foreign Countries; *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; *Nonverbal Communication; *Pragmatics; Role Playing; Social Status; *Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- *Politeness; Requests; *Zulu

A case is made for a broader approach to the study of politeness strategies, as has been demanded increasingly by linguists working on non-Western languages. Using data from a role-played dialogue involving a request in the Southern Bantu language Zulu, speakers are first located culturally, then the sequence of vrebal utterances as a whole is discussed and integration of verbal and nonverbal channels of communication is examined. It is concluded that status plays a crucial role in negotiating interactions in Zulu, and that posture, gesture, and gaze contribute substantially to marking status. This raises the question of whether, by ignoring nonverbal channels in the consideration of Western politeness strategies, linguists have not inadvertently neglected an important additional dimension of verbal interaction. Contains 29 references. (Author/MSE)

ED 399 816 FL 024 143

Fakhri, Ahmed
Topical Structure in Arabic-English Interlanguage.
PUB DATE- 95
NOTE- 16p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Contrastive Linguistics; Discourse Analysis; English; *English (Second Language); Expository Writing; *Interlanguage; *Language Patterns; Language Research; Linguistic Theory; *Pragmatics; Second Language Instruction; Second Language Learning; *Transfer of Training; Uncommonly Taught Languages; Writing (Composition); Writing Processes
IDENTIFIERS- *Topic Control

A study compared the topical structure (TS) of Arabic and English in order to determine whether Arab learners of English as a Second Language (ESL) transfer potential differences between Arabic and English in their English writing, or whether they use an altogether different TS indicative of developmental factors. Four sets of data were compared directly: Arabic texts; English texts; English essays by Arab ESL learners; and English essays by non-Arab ESL learners. Results show no significant differences between the TS of Arabic, English, and the English writing of Arab subjects. It is then argued that textual features of expository prose may have masked potential differences in the data considered, and that TS analysis alone

ED 399 836 HE 029 421

King, Francis P.
The TIAA Graded Payment Method and the CPI.
PUB DATE- Dec 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Cost Indexes; Higher Education; *Inflation (Economics); *Money Management; Program Design; *Retirement Benefits; *School Personnel; *Teacher Retirement
IDENTIFIERS- *Annuities; College Retirement Equities Fund; *Teachers Insurance and Annuity Association

The graded payment method of receiving traditional annuity benefits was introduced by the Teachers Insurance and Annuity Association (TIAA) in 1982 to introduce an inflation-fighting factor into the annuity program. Under the graded method, in contrast to the standard method, a part of current annuity dividend income is withheld each year to increase annuity income for the following year. The starting income is smaller, but the method has a superior capacity for growth and for maintenance of purchasing power, as reflected in the Consumer Price Index (CPI). Comparative data on the annuity payments under the two methods, assuming retirement in 1970, 1975, 1980, 1985, and 1990, are charted. The increasing ratio of graded to standard payments is indicated in each case. (MSE)

ED 399 837 HE 029 422

McCutcheon, Lynn E.
Male Nurses: More Like John Doe Than Jane Doe.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Females; Higher Education; *Males; *Nurses; Nursing Education; Role Perception; *Sex Differences; *Sex Role; *Sex Stereotypes; *Social Values; Student Recruitment
IDENTIFIERS- Bem Sex Role Inventory; Study of Values

A study of 66 female and 56 male nurses employed in central Florida investigated the relationship between nursing experience and sex-role orientation and values. Nursing experience and degrees were similarly distributed across genders in the sample of nurses. The Bem Sex Role Inventory, a checklist of stereotypically feminine and masculine adjectives, and the Study of Values, an inventory of interest in and valuing of six areas (theoretical, economic, aesthetic, social, political, religious) were administered to each subject. Results indicated the male nurses scored significantly higher on Bem masculine items than the female nurses, and the female nurses scored higher on Bem feminine items than the men. Males were distributed across sex-role categories in about the same proportions as females. More female nurses were cross-typed than males. On the Study of Values, males scored slightly higher than females on economic and political values and slightly lower on social and religious values, just as non-nurse adult males do. Further analysis of the data for influence of career progression and specialty and comparison with another, similar study supported the finding of a lack of

ED 399 857 HE 029 490

McKnight, Deborah K.
University of Minnesota Constitutional Autonomy. A Legal Analysis.
PUB DATE- Jul 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Constitutional Law; *Court Litigation; Educational Administration; Educational Finance; Financial Policy; Government Role; *Government School Relationship; Higher Education; Institutional Autonomy; *Legal Responsibility; School Role; State Legislation; *State Universities; Trustees
IDENTIFIERS- *University of Minnesota

This discussion of the special legal status of the University of Minnesota, known as constitutional autonomy, defines this status, states the rationale for the principle, and describes the relevant territorial act and constitutional provision. The main part of the legal analysis examines Minnesota court cases which addressed the issue of the university's autonomy. The discussion is organized around four major principles: (1) the Board of Regents alone is empowered to manage the university, with certain qualifications; (2) judicial relief is available if the Regents abuse the management powers granted by the constitution; (3) the legislature may place conditions on university appropriations, if the conditions do not violate university autonomy; and (4) the university is subject to the state constitution and is not above the legislature's lawmaking power. Two appendices list Minnesota statutes that regulate the university in some way and other states whose universities have a special constitutional status similar to that of the University of Minnesota. (Contains approximately 70 references.) (CK)

ED 399 858 HE 029 491

LeMon, R. E.; Pitter, Gita Wijesinghe
Standardizing across Institutions: Now That We All Look Alike, What Do We Look Like?
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bachelors Degrees; Change Agents; College Credits; College Students; College Transfer Students; Community Colleges; *Degree Requirements; *Degrees (Academic); *Diversity (Institutional); Economic Factors; *Educational Change; Educational Finance; Educational Legislation; Higher Education; State Legislation; *State Standards; State Universities; Student Attitudes; Student Reaction; Transfer Policy; *Tuition
IDENTIFIERS- *Florida

This paper discusses the implications of the enactment of legislation in Florida in 1995 mandating the standardization of requirements for baccalaureate degree programs within the state university system. The paper also describes the tools and methodology created by that state's university system for addressing the tasks of implementing the new requirements. These requirements mandate that all baccalaureate degree programs be reduced to 120 credit hours, that general education

ED 399 875 HE 029 510

Johnson, Kristy K.; And Others
Focus Groups: A Method of Evaluation To Increase Retention of Female Engineering Students.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.; Maryland Univ., College Park. A. James Clark School of Engineering.
PUB DATE- 95
NOTE- 17p.; Also supported by an ECSEL (Engineering Coalition of Schools for Excellence in Education and Leadership) grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; College Students; Educational Innovation; Educational Objectives; *Engineering Education; Females; *Focus Groups; Higher Education; Nontraditional Students; Program Evaluation; School Holding Power; *Self Evaluation (Groups); Social Support Groups; Student Attrition; *Womens Education
IDENTIFIERS- *University of Maryland College Park

Compared with other fields of study, engineering at the higher education level has the lowest proportion of women students. A review of the literature concerning models of retention and female identity formation indicates that increased mentorship, curriculum revision, enrichment programs, and career workshops have been tried in efforts to increase integration of women engineering students into their professional communities. The University of Maryland at College Park used focus groups to evaluate programs designed to retain women in engineering. Meeting other women to share experiences and express opinions in a supportive atmosphere was cited by participants as a highly beneficial result of the group sessions. In addition, administrators, staff, and faculty can use such information to design effective and supportive programs for women in engineering and to cultivate connections and support among engineering students. It was hoped that the resulting sense of community and positive interactions with faculty and administrators within engineering schools will help to increase retention of women students. (Contains 16 references.) (MAH)

ED 399 876 HE 029 511

Goldberg, Julie L.; Sedlacek, William E.
Summer Study in Engineering for High School Women.
SPONS. AGENCY- Maryland Univ., College Park. A. James Clark School of Engineering.
PUB DATE- 95
NOTE- 19p.; Also supported by the Maryland Space Grant Consortium.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; Career Exploration; College Bound Students; College Preparation; *College School Cooperation; *Engineering Education; Females; Higher Education; High Schools; High School Students; Residential Programs; Social Support Groups; State Universities; *Summer Science Programs; *Womens Education
IDENTIFIERS- *University of Maryland College Park

The transition between high school and college is a crucial point where many young women engaged in the applied sciences and

ED 399 895 HE 029 531

College Choices: 1994. Part B. By County and High School. Tables Only.
PUB DATE- May 96
NOTE- 94p.; For Part A (by college attended), see HE 029 530.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; College Freshmen; Community Colleges; *Enrollment Trends; Higher Education; *High School Graduates; Private Colleges; Public Colleges; State Universities; *Statistical Data; *Tables (Data); *Trend Analysis
IDENTIFIERS- *Oregon

This document presents data in lists and in tabular form on colleges attended by graduates of Oregon secondary schools for the fall of 1994. The lists presented include the seven state universities, 16 community colleges, and 20 private colleges and universities within the state attended by these students. The first table presents a breakdown by county of 1994 high school graduates admitted in the same year to Oregon colleges. Out of a total of 28,237 high school graduates, 11,743 (42 percent) were enrolled in Oregon Colleges. Of these college freshmen, 4,500 were attending state institutions, 5,801 were at community colleges, and 1,442 were enrolled in private institutions. A breakdown of Oregon high school graduates admitted by Oregon colleges the fall following graduation for the years 1985 to 1994 is also given. The remaining tables list the number of high school graduates of the class of 1994 enrolled in state colleges and universities by county and high school. (CK)

ED 399 896 HE 029 532

King, Jacqueline
Trends in Student Aid: 1986 to 1996. Update.
PUB DATE- Sep 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Federal Aid; Federal Programs; *Financial Support; Grants; Higher Education; Parent Financial Contribution; Paying for College; State Programs; *Student Costs; *Student Financial Aid; *Student Loan Programs; Trend Analysis; Tuition; Tuition Grants
IDENTIFIERS- Direct Lending; Family Education Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Stafford Student Loan Program

Tables, graphs, and text summarize the most recent statistics available on financial aid available to students in postsecondary education including virtually all federal aid and the vast majority of state and institutional assistance. It revises earlier 1990s data and provides estimates for the academic year 1995-96. Study highlights include: (1) federal and state aid topped $50 billion in 1995-96, with federal loans being the largest single source; (2) total loan volume has increased 65 percent since 1992-93, but annual growth has slowed with the 1995-96 volume 8 percent higher than in 1994-95; (3) student borrowing has increased (after inflation) by 6 percent, but parent borrowing through the PLUS program (Parent Loans for Undergraduate Students) increased during the same period by 29 percent; (4) the expansion in federal programs

ED 399 914 HE 029 550

Jacoby, Barbara; And Others
Service-Learning in Higher Education: Concepts and Practices. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 96
NOTE- 380p.; Foreword by Thomas Ehrlich.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Community Responsibility; Community Services; Cooperative Programs; Higher Education; Program Design; Program Implementation; *School Community Relationship; *Service Learning; *Student Participation; *Student Volunteers

The 14 readings in this book focus on service learning in higher education, its theoretical framework, the advantages of various techniques, and practical means for implementation. Service learning is seen to offer students the chance to combine academic knowledge/skills with community experience. Chapter titles and authors are: (1) "Service-Learning in Today's Higher Education" (Barbara Jacoby); (2) "Principles of Good Practice in Service-Learning" (Suzanne D. Mintz and Garry W. Hesser); (3) Enhancing Student Learning and Development Through Service-Learning" (Marylu K. McEwen); (4) "Developing Campus-Community Relationships" (Catherine R. Gugerty and Erin D. Swezey); (5) "One-Time and Short-Term Service-Learning Experiences" (Mark D. McCarthy); (6) "Ongoing Cocurricular Service-Learning" (Cesie Delve Scheuermann); (7) "Service-Learning in the Curriculum" (Sandra L. Enos and Marie L. Troppe); (8) "Intensive Service-Learning Experiences" (Gail Albert); (9) "Integrating Service-Learning Experiences into Postcollege Choices" (Irene S. Fisher); (10) "Starting a Service-Learning Program" (Diana A. Bucco and Julie A. Busch); (11) "Administering Successful Service-Learning Programs" (Penny Rue); (12) "Issues Related to Integrating Service-Learning into the Curriculum" (Keith Morton); (13) "Institutionalizing Service-Learning" (Sharon Rubin); and (14) "Securing the Future of Service-Learning in Higher Education: A Mandate for Action" (Barbara Jacoby). Appendices list related organizations and programs. (Individual chapters contain references.) (JLS)

ED 399 915 HE 029 551

Dodge, Elizabeth; Mulvey, Patrick J.
Graduate Student Report, 1995.
PUB DATE- Sep 96
NOTE- 14p.; For the 1994 report, see ED 390 349.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Doctoral Degrees; Education Work Relationship; Employment Opportunities; *Employment Patterns; Foreign Students; *Graduates; *Graduate Students; Graduate Study; Graduate Surveys; Higher Education; Masters Degrees; Minority Groups; *Physics; Postdoctoral Education; Science Education; Sex Differences; *Student Characteristics; Student Financial Aid; Vocational Followup
IDENTIFIERS- *Time to Degree

An annual study of physical science graduate students' background characteristics and degree recipients' employment outcomes was conducted for 1995. The total pool of 1994-95 physics graduate students was 13,285 with non-U.S. citizens making up 43 percent. Among U.S. citizens, 18 percent entered graduate

ED 399 933 IR 056 048

Yaacob, Raja Abdullah; Seman, Norma Abur
Towards Achieving a Critical Thinking Society in Malaysia: A Challenge to School Libraries and Educational Systems.
PUB DATE- 93
NOTE- 15p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Curriculum Development; Developing Nations; Economic Development; Educational Development; Elementary Secondary Education; Foreign Countries; Futures (of Society); Information Literacy; *Information Skills; Research and Development; *Role; School Libraries; Social Change; *User Needs (Information)
IDENTIFIERS- *Malaysia

One of the challenges facing Malaysia amidst its economic development is the achievement of a critical thinking society. This would enhance and guarantee the success of research and development programs in addition to having other socioeconomic effects. This paper covers the following topics: Vision 2020, Malaysia's goal to reach developed nation status by the year 2020; Malaysia's educational system; the role of the government/educational system, school libraries, teachers and schools, public libraries, parents, and schools of library and information science; methods of achieving a critical thinking society; information literacy and systematic information skills; characteristics of a critical thinker; and recommendations for the educational system, information skills program, curriculum, and research. Two appendices consist of considerations for critical thinking skills for school and classroom management, and a diagram of issues related to the implementation of the information skills program. (Contains 17 references.) (SWC)

ED 399 934 IR 056 049

Woolls, Blanche
Across the Curriculum: Across the World.
PUB DATE- 93
NOTE- 6p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Elementary Secondary Education; Familiarity; Global Approach; *Integrated Curriculum; *Leadership Responsibility; *Librarian Teacher Cooperation; Library Material Selection; *Library Role; Organizational Change; *School Libraries; Student Needs; Teaching Methods; Teaching Styles
IDENTIFIERS- American Association of School Librarians; Expertise

This paper discusses changes at the American Association of

ED 399 951 IR 056 067

Giguere, Marlene; And Others
Enhancing Information Literacy Skills Across the Curriculum.
PUB DATE- Feb 95
NOTE- 5p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Elementary Secondary Education; Foreign Countries; *Information Literacy; Information Retrieval; *Information Skills; Library Materials; Models; Research Skills; *Research Tools; *Search Strategies; User Needs (Information)
IDENTIFIERS- *Resource Based Learning; Teacher Librarians

Information literacy is an set of acquired skills and strategies which encompass the abilities to recognize a need for information, to retrieve the required information, and to evaluate and utilize it effectively. Teaching students how to structure, acquire, analyze, and synthesize information must start much earlier than at the post-secondary level. The paper provides a brief review of the history and development of the information literacy project, and describes the resource-based approach that the model utilizes. The information literacy model strives to be an effective tool designed to help students and teacher-librarians in elaborating their research paths. A fundamental assumption upon which the model is based is that the presentation of a rich variety of information resources as well as suggested paths to retrieve these resources will improve the quality of search strategies used and, as a consequence, the research produced. The model is comprised of two major components: an inventory and analysis of identified categories of resources, and the individual research paths designed for each category which outline the process which one might follow in order to rapidly and efficiently utilize a resource. The process fosters independent, cooperative, and resource-based learning. (Author/SWC)

ED 399 952 IR 056 068

Murphy, Catherine
Curriculum-Enhanced MARC (CEMARC): A New Cataloging Format for School Libraries.
PUB DATE- Feb 95
NOTE- 3p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Bibliographic Records; *Cataloging; Curriculum; Elementary Secondary Education; Guidelines; Information Seeking; *Instructional Materials; *Library Catalogs; Library Standards; *Online Searching; Online Systems; Problems; School Libraries

ED 399 971   IR 056 114

Lindsay, Lorin
Web Page Design.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer System Design; Decision Making; *Design Preferences; Guidelines; Information Sources; Internet; Standards; Strategic Planning; User Needs (Information); *World Wide Web
IDENTIFIERS- *Home Pages; HTML

Designing a web home page involves many decisions that affect how the page will look, the kind of technology required to use the page, the links the page will provide, and kinds of patrons who can use the page. The theme of information literacy needs to be built into every web page; users need to be taught the skills of sorting and applying information to their individual needs. Web page design should involve: (1) planning ahead and writing a style sheet to define the who, what, and how of the pages; (2) keeping the pages simple; (3) designing the pages for fast use and allowing the user to have a choice between text and graphics; (4) making the pages readable; (5) showing the interdisciplinary and hierarchical nature of information and knowledge; and (6) keeping the links up-to-date. While HTML programming does not define the document structure as desktop publishing, the time is quickly coming when the principles of desktop publishing will be used in web publishing. The web designer who wants to design a web page that all browsers can use will use the HTML2 standard. There are resources designed to help with a home page and to evaluate information on the Internet for use when designing web pages. Two such resources are highlighted, as well as a sample of the Peru State College Library (Nebraska) home page. (AEF)

ED 399 972   IR 056 121

Ammon, Bette D.; Sherman, Gale W.
Worth a Thousand Words: An Annotated Guide to Picture Books for Older Readers.
PUB DATE- 96
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *Curriculum Development; Elementary Secondary Education; English (Second Language); Higher Education; Indexes; Instructional Innovation; *Learning Activities; Literary Genres; *Picture Books; Reading Comprehension; Reading Motivation; Remedial Reading; Subject Index Terms; Visual Literacy; Writing Skills
IDENTIFIERS- Iconic Representation; Illustrators; Meaningfulness; Reader Preferences; Reluctant Readers

Innovative librarians, teachers, and parents have for years been using picture books with students in grades four and above, including high school and college students. Recent research suggests that many students comprehend better when they are reading meaningful text, with meaningful characters and themes.

ED 399 990   JC 960 582

Susskind, Tamar Y.

Opportunities and Challenges: Bridging the Two-Year Four-Year College Gap.

PUB DATE- Aug 96

NOTE- 14p.; Paper presented at "Articulation from 2- to 4-Year Colleges: Is It an Allowed or Forbidden Transition?" a symposium sponsored by Oakland Community College (Auburn Hills, MI, August 4-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Education); College Planning; College School Cooperation; *College Transfer Students; Community Colleges; *Educational Cooperation; Educational Mobility; Higher Education; Intercollegiate Cooperation; Program Improvement; *Transfer Policy; *Transfer Programs; Two Year Colleges

Community colleges have been criticized with respect to both the low numbers of students who transfer to four-year institutions and the inadequate preparation of the students who do transfer. However, there is no uniform method for calculating transfer students and the data that do exist on their performance indicate that they do as well as native students. Clearly, articulation between two- an four-year colleges is about more than the numbers of students transferring; it involves admission, exclusion, readmission, counseling, curriculum planning, and course and credit evaluation. Differences in academic cultures and attitudes between two- and four-year institutions and their faculty do create barriers for two-year college transfer students, while establishing transfer criteria and the authority for transfer decisions are also problems. Three styles of articulation agreements currently operate: formal and legal policies, state-system policies, and voluntary agreements among institutions. As part of an effort to examine articulation practices and problems and investigate the feasibility of an approval service for two-year college chemistry transfer programs, the American Chemical Society's Committee on Education sponsored a conference on two-year college programs in November 1995. While the 15 participants decided that such a service would be too expensive, they did develop recommendations for improving articulation related to developing a literature base, promoting a consensus on articulation among all concerned parties, and establishing mechanisms to promote collegiality and trust. A chart of proposed data elements for improving the articulation of chemistry programs is appended. (TGI)

ED 399 991   JC 960 583

Jordan, Evelyn

Improving College-Prep Students' Reading Skills through the Use of Selected Comprehension Strategies.

PUB DATE- 6 May 96

NOTE- 113p.; Master's Practicum Report, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation

ED 400 008 JC 960 607

Grubb, W. Norton
Working in the Middle: Strengthening Education and Training for the Mid-Skilled Labor Force.
PUB DATE- 96
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Role; *Community Colleges; Economic Impact; Educational Benefits; *Educational Needs; Educational Policy; Education Work Relationship; Employment Projections; *High School Graduates; Job Training; *Labor Force Development; Labor Market; *Student Characteristics; Two Year Colleges

Based on statistical research and interviews with students, educators, and employers, this book offers a comprehensive overview of the education and training of the mid-skilled labor force comprised of individuals having at least a high school diploma but less than a baccalaureate degree. Following prefatory materials, chapter 1 highlights the importance of the mid-skilled labor market to the U.S. economy and describes distinctive characteristics of its members. Chapter 2 discusses the educational pathways into the mid-skilled labor market, focusing on the role of two-year colleges in preparing this group, while chapter 3 presents data on the economic effects of sub-baccalaureate education, suggesting that individuals completing credentials can benefit substantially. Chapter 4 examines non-college, shorter term job training programs, suggesting that the benefits gained from these programs are small, and advocates a unified system of job training and educational programs. Chapter 5 reviews implications of the characteristics of mid-level workers for two-year college curricula, arguing for the integration of occupational, academic, and remedial instruction, while chapter 6 discusses possibilities for enhancing connections between community colleges and employers. Chapter 7 examines implications for public policy, arguing that the needs of the mid-level workforce have been neglected at the federal, state, and local levels. Finally, chapter 8 considers trends in student characteristics, institutional structures, and the labor market to clarify future needs. Contains 233 references and an index. (HAA)

ED 400 009 JC 960 608

Harr, Gary
Career Options: A Self-Directed Career Planning Booklet. 1996 Update.
PUB DATE- 96
NOTE- 60p.; For the original guide, focusing on Florida Community College students, see ED 360 013.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Awareness; *Career Choice; Career Counseling; *Career Exploration; *Career Guidance; *Career Planning; Community Colleges; Interests; Occupational Clusters; Self Evaluation (Individuals); *Skill Analysis; Two Year Colleges; *Two Year College Students

Designed as a self-directed career planning resource for students

ED 400 026 JC 960 636

Cowen, Sonia S., Ed.
New Mexico State University at Carlsbad Report, Book One: Focus Visit.
PUB DATE- Jan 95
NOTE- 64p.; For all five volumes of this report, see JC 960 637-640.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); *College Planning; Community Colleges; *Educational Improvement; *Institutional Mission; Multicampus Colleges; Program Evaluation; Program Improvement; School Effectiveness; School Visitation; Two Year Colleges
IDENTIFIERS- *New Mexico State University Carlsbad

Prepared as Book One of a focused evaluation report submitted to the North Central Association (NCA), this document describes activities undertaken by New Mexico State University's two-year branch campus at Carlsbad to respond to concerns and suggestions from a 1992 NCA site visit. Following introductory materials on the process used to prepare the evaluation, actions taken to address 21 NCA concerns are described, including concerns related to the failure of the college mission to play an adequate role in planning; an unclear relationship between the state and local boards; a perceived lack of autonomy at the local level, hampering institutional effectiveness; the existence of course syllabi that do not reflect the development levels expected of postsecondary education; unstructured and voluntary faculty responsibilities for academic advisement; the lack of a comprehensive plan to attract students; the need to link program assessment more directly into the planning and budgeting processes; the lack of concrete data collection on entering students' goals and skills; and occupational and transfer program reviews that do not follow standard processes. College responses are then provided for 10 NCA suggestions, including the following: the college mission statement and purposes should be formally reviewed, the college should develop better documentation of teacher effectiveness; a standard form for course syllabi should be considered; more student counseling should be provided; the registration process should be more responsive; and professional development should be enhanced. (HAA)

ED 400 027 JC 960 637

Cowen, Sonia S., Ed.
New Mexico State University at Carlsbad Report, Book Two: General Institutional Requirements Criteria--College Progress '92-'95.
PUB DATE- Jan 95
NOTE- 136p.; For all five volumes of this report, see JC 960 636-640.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); *College Planning; Community Colleges; *Educational Improvement; *Evaluation Criteria; *Institutional Characteristics; *Institutional Mission; Multicampus Colleges; Organizational Objectives; Program Improvement; School Effectiveness; Standards; Two Year Colleges
IDENTIFIERS- *New Mexico State University Carlsbad

ED 400 044 PS 024 463

Carter, Margie; Curtis, Deb
Spreading the News: Sharing the Stories of Early Childhood Education.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bulletin Boards; Child Development; *Display Aids; *Early Childhood Education; Exhibits; *Instructional Materials; Learning Processes; Literacy Education; Professional Development; Teacher Education; Visual Aids
IDENTIFIERS- *Documentation Panels

How quickly can new staff members who come with minimal qualifcations in early childhood education be trained? Is there a way to develop a sense of history and community in child care programs, honoring diversity while documenting the learning process and engagement individuals have with each other? In an age of fast-paced electronic media and print overload, visual images supported by briefly written narratives can capture attention and raise awareness. "Documentation panels" is the term used to describe this method for communication. This monograph offers concrete ideas about using visual displays to enhance early childhood training and programs. It is designed to show the many uses of this bulletin board-based concept, the skills and tools needed to develop documentation panels, and the likely results. In addition to guidelines, the monograph includes illustrations of completed panels on various topics. (WJC)

ED 400 045 PS 024 494

Spangler, Carol
The Sharing Circle: Themes for Home and School Involvement.
PUB DATE- 96
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Childhood Interests; Childrens Literature; Early Childhood Education; *Interdisciplinary Approach; *Learning Activities; Music Activities; Parent Participation; *Parent School Relationship; *Sharing Behavior; Songs; *Thematic Approach
IDENTIFIERS- Developmentally Appropriate Programs; *Sharing Circles

This guide describes a program that turns ordinary show-and-tell time into a theme-related sharing time, or "sharing circle." In this program, each child is assigned a special sharing day once a month, with the sharing days evenly distributed throughout the month and with no more than three children sharing on a particular day. Monthly themes are the conceptual organizers around which the program is based, themes of intrinsic interest to children, yet broad enough for children to have many choices for sharing. The monthly theme is integrated into all areas of the curriculum, with special attention given to quality

ED 400 063 PS 024 563

Campbell, Frances A.

Family Factors Associated with High and Low Reading and Mathematics Scores in Children from Low Income Families.

PUB DATE- Jun 96

NOTE- 30p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Students; Cognitive Development; Educational Attainment; Educational Environment; Family (Sociological Unit); *Family Characteristics; *Family Environment; *Family Influence; Family Programs; Family Size; Grade 1; High Risk Students; Learning Processes; Low Income; *Mathematics Achievement; Mothers; Performance Factors; Primary Education; *Reading Achievement

IDENTIFIERS- *Project Head Start; Woodcock Johnson Tests of Cognitive Ability

Home environments have been linked to cognitive development and academic performance, with suggestions that family factors exert more influence on language and literacy learning than on mathematics achievement. This study's purpose was to learn how selected family factors might be differentially related to primary grade achievement in reading and mathematics in children from low-income families. Family factors were contrasted in first graders who scored in the highest and lowest quartile on Woodcock-Johnson tests of reading and mathematics. Participants were 167 children from low-income families (80% were African American) in a Head Start Transition Demonstration program, which provides low-income families with elementary school children the same support as received in Head Start. Children who did well in reading were from homes with higher scores on the Home Screening Questionnaire, were from smaller families, had better educated mothers, and were rated as more healthy. Children who did better in math were from families who scored high on the questionnaire and tended to have more contact with their fathers. Regression analyses indicated that transition treatment interacted with family size and showed a trend toward interacting with the questionnaire scores to predict reading scores summed across kindergarten and first grade. Treatment interacted with maternal education to predict similarly summed mathematics scores. Quality of the home environment independently predicted math scores. The conclusion was that children's learning is heavily influenced by home environment. Contains 26 references. (Author/BGC)

ED 400 064 PS 024 564

Goldstein, Sue; And Others

High-Risk Parents versus the Schools: An Unnecessary War.

PUB DATE- 91

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; At Risk Persons; Child Development; Cultural Differences; *Early Childhood Education; Early Intervention; *Economically Disadvantaged; *High Risk Students; Longitudinal Studies; *Minority Groups; Parent

ED 400 080 PS 024 595

Miller, Mary Susan
Save Our Schools: 66 Things You Can Do To Improve Your School without Spending an Extra Penny.
PUB DATE- 93
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Curriculum Enrichment; *Educational Facilities Improvement; Educational Finance; *Educational Improvement; Financial Support; *Parent Participation; *Parent Role; Parents as Teachers; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; School Community Relationship
IDENTIFIERS- Administrator Involvement; Alternative Financing; *Financing Options; *Parent Attitudes toward School Effectiveness; Parent Committees; Student Assistants; Student Cooperation

Following an introduction purporting that the real reason for the failure of schools in the United States lies not in the lack of funding but in the inaction of the whole education community, this book suggests solutions including ways to enable teachers to do a better job, enrich a watered-down curriculum, challenge quick learners and reinforce slower students, put parents on the teaching team, and get the community involved. The book contains five parts: (1) "What Parents Can Do"; (2) "How You Can Help Students Become Part of the Solution"; (3) "How You Can Strengthen Teaching"; (4) "How You Can Strengthen Administration"; and (5) "How You Can Involve Your Community." Contains a state-by-state list of 72 foundations that contribute financial support annually to education, and a list of 23 national education organizations that offer information and advice. (AMC)

ED 400 081 PS 024 596

Walmsley, Sean A.; Walmsley, Bonnie Brown
Kindergarten: Ready or Not? A Parent's Guide.
PUB DATE- 96
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academically Gifted; Class Size; Early Childhood Education; Full Day Half Day Schedules; *Grade Repetition; High Risk Students; Learning Readiness; Mixed Age Grouping; *Montessori Method; Parent Attitudes; Parent Influence; Parent Participation; Parent Role; Preschool Tests; *School Entrance Age; *School Readiness; Screening Tests; Traditional Schools; *Whole Language Approach
IDENTIFIERS- Brigance K and 1 Screen; *Developmentally Appropriate Programs; Waldorf Educational Theory; *Waldorf Schools

With the message that parents need to become informed about the educational practices that affect their children, this book

ED 400 098 PS 024 636

Grant, Jim, Comp.; Richardson, Irv, Comp.
The Multiage Handbook: A Comprehensive Resource for Multiage Practices.
PUB DATE- 96
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Art Education; Case Studies; Classroom Environment; Class Size; Cooperation; *Cross Age Teaching; Curriculum Design; Curriculum Development; Educational Change; Educational Innovation; Educational Philosophy; Elementary Education; Elementary School Curriculum; Evaluation Methods; Grouping (Instructional Purposes); *Learner Controlled Instruction; *Mixed Age Grouping; *Multigraded Classes; Music Education; *Nongraded Instructional Grouping; Nontraditional Education; Parent Education; Physical Education; Primary Education; Process Education; *Student Centered Curriculum; Thematic Approach
IDENTIFIERS- *Child Centered Education

Studies have criticized age-graded schools as creating a barrier to meeting the goals of equity and instructional excellence in schools. This handbook provides research on multiage classroom practices and argues that a multiage system better addresses and meets students' needs. Information is presented on the following topics: educational reform, parental education, cooperation in implementation, class size, multiyear teaching, grouping for purpose, time challenges, thematic planning, multiple intelligences, music in the multiage classroom, physical education in the multiage classroom, art in the multiage classroom, student-directed learning, assessment, and several case studies of working multiage classrooms. A large section of the handbook contains profiles from 13 working multiage classroom schools. Sample information from these schools includes report cards, assessment tools, curriculum outlines, sample letters to parents, grant requests, and bibliographies. A glossary of multiage classroom terminology and a resource section of workshops, conferences, newsletters, and organizations are also included. Contains 178 references in the areas of multiage education materials, developmental education, cooperative learning, curriculum, learning centers, learning styles, multiple intelligences, and multiage educators. (SD)

ED 400 099 PS 024 639

Isbell, Rebecca
The Complete Learning Center Book: An Illustrated Guide for 32 Different Early Childhood Learning Centers.
PUB DATE- 95
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Active Learning; *Classroom Techniques; Cooperative Learning; Discovery Learning; *Early Childhood Education; *Experiential Learning; Individualized Instruction;

ED 400 117 PS 024 690

Moles, Oliver C., Ed.
Reaching All Families: Creating Family-Friendly Schools.
PUB DATE- Aug 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Students; *Cultural Pluralism; Cultural Relevance; Educational Improvement; Elementary Secondary Education; Family Influence; *Family Involvement; *Family Role; *Family School Relationship; Fathers; Homework; Intercultural Communication; Limited English Speaking; Multicultural Education; Multilingual Materials; Outreach Programs; *Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Parent Workshops; *School Community Relationship; Special Needs Students
IDENTIFIERS- Culturally Different Students

Recognizing the critical role parents have in developing their children's learning habits, this booklet offers strategies that focus on ways principals and teachers can communicate with diverse families about: (1) school goals, programs, activities, and procedures; (2) the progress of individual students; and (3) home activities which can improve children's school learning. A special emphasis is placed on making all school contacts friendly and welcoming to the diverse families being served, highlighting outreach strategies which encourage two-way communication through personal contacts including: (1) "Early Fall Mailings"; (2) "Home-School Handbooks"; (3) "Open House"; (4) "School-Parent Compacts"; (5) "Parent-Teacher Conferences"; (6) "Parent Liaisons"; (7) "Newsletters"; (8) "Positive Phone Calls"; (9) "Homework and Home Learning"; (10) "Parent Resource Centers"; (11) "Informal School-Family Gatherings"; (12) "Parent Workshops"; (13) "Secondary School Strategies"; (13) "Strategies for Children with Special Needs"; (14) "Involving Parents with Limited English Skills"; (15) "Involving Single and Working Parents"; and (16) "Involving Fathers." A separate page explains six services offered by the U.S. Department of Education and lists 10 free and related publications. (AMC)

ED 400 118 PS 024 697

Cillessen, Antonius H. N.; And Others
The Role of Gender in the Behavioral Basis of Children's Sociometric Status Evaluations.
PUB DATE- 13 Aug 96
NOTE- 21p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Children; Comparative Analysis; Longitudinal Studies; *Peer Acceptance; *Peer Evaluation; Peer Groups; *Peer Relationship; Popularity; *Sex Differences; Sociometric Techniques
IDENTIFIERS- *Sociometric Status

ED 400 135 RC 020 722

Rice, Barbara Ellen
A Rural-Urban Comparison of the Knowledge and Implementation of WHMIS Safety Regulations by Manitoba Science Teachers. Rural Education Research Series No. 5.
SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg.
PUB DATE- 96
NOTE- 79p.; Based on the author's Master's degree project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accident Prevention; *Compliance (Legal); Federal Regulation; Foreign Countries; Hazardous Materials; *Laboratory Procedures; *Laboratory Safety; Labor Standards; Occupational Safety and Health; *Rural Urban Differences; *Science Laboratories; *Science Teachers; Secondary Education; Secondary School Teachers; Teacher Behavior; Teacher Characteristics
IDENTIFIERS- *Manitoba

In October 1988, the Workplace Hazardous Materials Information System (WHMIS) became law in Canada and was applied to school classrooms and laboratories. Educators expressed concerns that difficulties in implementation would negatively affect student laboratory activity. In 1994, a survey of 219 randomly selected Manitoba junior and senior high school science teachers (128 rural and 91 urban) examined issues related to implementation and effects of WHMIS regulations. Results show that while WHMIS knowledge and implementation were generally low, rural teachers scored significantly lower than urban teachers. Both rural and urban teachers scored higher on items that were part of their safety routines before WHMIS regulations. Urban and rural teachers reported few accidents, and accidents were not a result of noncompliance with WHMIS. WHMIS inspections were related positively to higher knowledge and implementation categories. Higher WHMIS knowledge and implementation scores were associated with the following teacher characteristics: more experience in subjects and grade levels currently assigned, teaching grades 11-12, more university science courses, more science methods and curriculum courses, and access to a laboratory assistant. Compared to rural teachers, urban teachers had a significant advantage in most of these areas. High percentages of both rural and urban teachers met or exceeded the number of science activities recommended by grade 11-12 provincial guides. The effect of WHMIS implementation on student laboratory activity was inconclusive. Contains 33 references. (Author/SV)

ED 400 136 RC 020 723

Brockman, Lois M.
Child Care and Child Safety for Farm Children in Manitoba. RDI Report Series 1994-7.
SPONS. AGENCY- Manitoba Dept. of Rural Development, Winnipeg.
PUB DATE- 94
NOTE- 65p.; Prepared in cooperation with the Manitoba Women's Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; *Children; Child Welfare; *Day Care; Employed Women; Farmers; Farm Labor; Foreign Countries; *Parent Attitudes; Rural Areas; Rural Family; *Rural Farm

ED 400 152 RC 020 748

Robinson, Michael
Linking Distance Education to Sustainable Community Development.
PUB DATE- 92
NOTE- 20p.; In: Distance Education and Sustainable Community Development; see RC 020 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *American Indian Education; Canada Natives; *Community Development; *Community Education; Conservation (Environment); *Distance Education; Economic Development; Entrepreneurship; Foreign Countries; Participatory Research; *Quality of Life; *Sustainable Development
IDENTIFIERS- *Canada (North)

This paper explores the emerging relationship between distance education and sustainable development. After ranging through the literature on sustainable community development, this essay concludes that above all it must be unified: it must combine the traditional economic criteria for success (profits and employment) with a fusing of community and corporate culture and a strong applied ethic of environmental stewardship. As well, successful sustainable community development must be mindful of the quest for the well-lived life. The most obvious link between such development and distance education is that distance education serves small communities, many of which are infused with traditional wisdom and struggling to recapture self-reliance in economic conditions of change and unpredictability. In many northern Canadian communities, people are also concerned with environmental stewardship issues, which typically are introduced from outside and appear beyond local control. Distance education can empower adults in small communities to undertake participatory action research to solve local problems. In the Arctic Institute's experience with Native communities, both locally developed curriculum materials and community-based adult education programs can nurture community empowerment, cultural and language maintenance, and entrepreneurship. Finally, we must recognize that the emerging environmental crisis is the end product of science and technology rooted in orthodox Christian arrogance toward nature. We need new values of environmental ethics and stewardship. Contains 23 references. (SV)

ED 400 153 RC 020 749

Mutanyatta, Johannes N. S.
The Role of Adult Education in Assisting Sustainable Development in Remote Area Dwellers of Botswana.
PUB DATE- 92
NOTE- 20p.; In: Distance Education and Sustainable Community Development; see RC 020 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Education; Correspondence Study; *Distance Education; Educational Radio; Elementary Secondary Education; Foreign Countries; Geographic Isolation; Illiteracy; Literacy Education; Minority Groups;

ED 400 172 SE 058 970

Beery, Tom; And Others
Lake Effects: The Lake Superior Curriculum Guide.
SPONS. AGENCY- Blandin Foundation, Grand Rapids, MN.
PUB DATE- Apr 96
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Hands on Science; Interdisciplinary Approach; *Marine Education; *Science Activities
IDENTIFIERS- *Lake Superior

This curriculum guide was launched in response to a need for Lake Superior-specific educational materials and contains lessons and activities that can be used to teach about Lake Superior. The lessons in this book are divided into four sections. Each of the first three sections has a background section that provides basic information about Lake Superior. Following the background information each section provides a variety of activities and lessons designed for a variety of ages and settings. The first section, "The Physical Lake Superior," contains lessons that focus mostly on the physical evolution and dynamics of Lake Superior. The section titled "The Living Lake Superior" contains activities that teach about the plants and animals of the basin, from arctic disjuncts to zooplankton. "The Cultural Lake Superior" has lessons about the human dimension including history, human geography, and environmental issues. The last section, "Synthesis," is for those lessons and activities that are truly interdisciplinary and which go beyond the classroom walls. Appendices include resources, maps, and charts. (JRH)

ED 400 173 SE 058 971

Abrams, William; And Others
Curriculum for Environmental Education of the Disabled (C.E.E.D.).
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 95
NOTE- 437p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Energy Management; *Environmental Education; *Individual Development; *Recycling; Transportation; Vocational Education; Water Pollution

The activities included in the Curriculum for Environmental Education of the Disabled (CEED) are based on current best-practices in the area of pollution prevention and address the following major areas: recycling, water and energy efficiency, transportation, citizenship, and outdoor appreciation. The activities emphasize the development of independent life skills that enable disabled students to contribute to and participate in their communities and function responsibly in the home environment. Each objective in the CEED has a corresponding Instructional Activity Profile which includes a list of relevant activities by developmental level. In addition to a complete description of each activity, the Instructional Activity Profile also provides a statement of the objective,

ED 400 196 SE 059 081

Bitner, Betty L.
Interactions between Hemisphericity and Learning Type, and Concept Mapping Attributes of Preservice and Inservice Teachers.
PUB DATE- 2 Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Style; *Concept Mapping; Elementary Secondary Education; *Science Teachers; Teacher Education

The purpose of this study was to determine whether hemisphericity and learning type are related to concept mapping attributes of preservice and inservice teachers. In addition, differences in concept mapping by program (i.e., preservice elementary/middle school and secondary science teachers and inservice elementary/middle school teachers), learning type, and hemisphericity were investigated. Hemisphericity and learning type were measured by the Hemispheric Mode Indicator and 4MAT Learning Type Measure respectively. Concept maps were constructed by the teachers and scored on a seven attribute rubric. Statistically significant intercorrelations were found between hemisphericity and learning type as well as between the attributes within the concept maps. However, concept mapping attributes did not correlate significantly with hemisphericity and learning type. The ANOVA (Analysis Of Variance) indicated that the inservice elementary/middle school teachers performed significantly better in concept mapping than the preservice elementary/middle school and secondary science teachers. Contains 21 references. (Author)

ED 400 197 SE 059 082

Barry, Dana M.
Fun with Hands-on Science Activities for Elementary Teachers.
PUB DATE- Dec 96
NOTE- 12p.; Paper presented at the Global Summit on Science and Science Education (San Francisco, CA, December 27-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Elementary Education; *Hands on Science; Matter; Physics; Pressure (Physics); *Science Activities; *Science Process Skills; *Thinking Skills
IDENTIFIERS- *Balloons

This document contains hands-on activities in science that make use of balloons and are fun and stimulating as well as challenging. By actively participating in these activities, students can develop science process and critical thinking skills as well as technical and measuring skills. Topics include Air as Matter, Pressure, Chemical Change, Density, Electrostatic Force, and Electron Location. (JRH)

ED 400 198 SE 059 083

Schmitt, Dorren R.

ED 400 221 SO 026 369

Berk, Ellyn, Ed.
A Framework for Multicultural Arts Education. Volume Three.
SPONS. AGENCY- Spunk Fund, Inc.
PUB DATE- 92
NOTE- 99p.; For Volumes I and II, see ED 368 672-673.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Critical Thinking; Curriculum Guides; Folk Culture; History; *Interdisciplinary Approach; Language Arts; Mathematics; *Multicultural Education; Music Education; Sciences; Secondary Education; Social Studies; *Visual Arts
IDENTIFIERS- *Folk Arts

Third in a three volume set, this book is concerned primarily with assisting teachers in broadening their cultural and ethnic horizons through providing an interdisciplinary curriculum guide, statement of purpose, and lesson plans. Five units, each comprised of two to four lesson plans, are designed to require in-depth cooperation among several content areas, providing students with comprehensive study of the unit focus: (1) American quilts; (2) "Inhabitants of Outer Space"; (3) "Art Forms of Indigenous Americans"; (4) "Patterns in Nature"; and (5) "The Americas and the World." Other chapters include: an "Introduction" and "Multicultural Arts Education within American Society," which explain position, rationale, and objectives for this curriculum; "Planning for Implementation of Multicultural Arts Education," presenting strategic planning with sample surveys, and organizational and curricular concerns; and "Developing Multicultural Interdisciplinary Instructional Units," a framework for developing this type of curriculum. An appendix furnishes additional sample surveys and a chart of "Levels of Integration of Multicultural Content." (DQE)

ED 400 222 SO 026 942

Mistrik, Erich
Aesthetics and Civics. Cultural Dimension of Civic Education.
SPONS. AGENCY- European Community, Brussels (Belgium).
PUB DATE- 96
NOTE- 109p.; Translated by Svatava Simkova, Jan Strelinger, and Jarmila Drozdikova.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; Aesthetics; Aesthetic Values; Citizenship; *Citizenship Education; *Civics; Cultural Awareness; Cultural Background; Cultural Context; Cultural Enrichment; Cultural Literacy; Cultural Maintenance; Democracy; Foreign Countries
IDENTIFIERS- *Slovakia

This book is a reaction to the general neglect of cultural behavior education within civic education. It points to the particular problems, in the European context, of civic education in Slovakia. Concentration is on the main ideas of the PHARE project "Education for Citizenship and European Studies." Key ideas from the Department of Ethic and Civic

ED 400 240 SP 036 963

Konanc, M. Engin
Teacher Attrition 1980-1996. Statistical Notes No. 002.
PUB DATE- May 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; Labor Turnover; *Public School Teachers; Scores; Teacher Background; *Teacher Characteristics; *Teacher Employment; *Teacher Persistence
IDENTIFIERS- *North Carolina; NTE Test of Professional Knowledge

An analysis was conducted on the employment history of teachers hired in the North Carolina public schools from 1979-80 school year through 1996. Over 81,000 new teachers were hired in this period. Overall, the loss by the end of the second teaching year is 15-18 percent. Male teachers are more likely to leave (20 percent versus 15 percent for females). High school teachers leave at a higher rate with 35 percent gone after 5 years versus 28 percent of elementary school teachers. The National Teacher Examination (NTE) test scores of teachers leaving are higher than those staying. Teachers from the bottom quartile of colleges are much more likely to stay than those from the top quartile (26 percent from lowest quartile leaving versus 44 percent from the top quartile). The differences in the average test scores of the leavers and the stayers may be a matter of concern if the NTE test scores are a significant determinant of teacher performance. The average score differences of leavers and stayers may indicate a failure to retain better qualified teachers in the system. The appendix provides 24 attrition matrices. (JLS)

ED 400 241 SP 036 964

Vonk, J. H. C.
Conceptualizing the Mentoring of Beginning Teachers.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Case Studies; Foreign Countries; *Helping Relationship; Higher Education; Individual Development; *Mentors; Preservice Teacher Education; Secondary Education; *Teacher Supervision; Teaching Experience; Training Methods
IDENTIFIERS- Netherlands; *Protege Mentor Relationship

This paper reports on an element of a long term research project on the development of a conceptual framework for the training of mentors of beginning teachers. Three aspects are being investigated: (1) mentors' perceptions about mentoring; (2) the relation between mentors' perceptions and their actions in practice; and (3) the effect of mentoring as perceived by beginning teachers and other interested parties. This paper reports on a case study of the first aspect, with a focus on qualities mentors perceive as important for adequate mentoring and how mentors perceive their own mentoring style. An

ED 400 259 SP 036 995

Abdal-Haqq, Ismat
Making Time for Teacher Professional Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cooperation; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Professional Development; School Culture; School Restructuring; *School Schedules; Staff Development; Teacher Role; *Time Factors (Learning)
IDENTIFIERS- ERIC Digests; *Teacher Development

In recent years, professional development for public school educators has come to be seen as a key component of school improvement plans, particularly large-scale systemic change programs. This Digest outlines what research and best practice suggest about effective professional development for elementary and secondary teachers working in restructured, learner-centered schools. It considers the implications of traditional school scheduling patterns for implementing effective professional development and shares some approaches that various schools and districts have taken to finding time for teacher development activities. An effective professional development program provides adequate time for teachers to acquire, practice, and reflect on new concepts and skills, as well as time to collaborate and interact with peers. In traditional school schedules, sufficient time for this kind of teacher activity is not normally integrated into the school day. Schools and school districts have devised several approaches and strategies to making time for teacher development available during school hours. Restructuring the school day or school year, as well as other approaches to incorporating teacher development into regular school schedules, may provoke opposition from parents, financial managers, and community interests. (IAH)

ED 400 260 TM 024 397

Salaries Paid Principals and Assistant Principals, 1994-95 School Year. Administrative Information Report.
PUB DATE- Jan 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Assistant Principals; Compensation (Remuneration); *Educational Trends; Elementary Secondary Education; National Surveys; *Principals; *Public Education; *Salaries; *School District Size; Tables (Data)

The "National Survey of Salaries and Wages in Public Schools," produced annually since 1973, is an authoritative source of salary and wage data in education. The current survey collected data from more than 1,000 responding school districts for 32 selected positions in which personnel are employed in public school districts. This report contains summary tables and system-by-system data from survey respondents about the salaries of principals and assistant principals stratified by is not sufficient for explaining the Arab subjects' deficiencies in developing topics. Contains 29 references. (Author/MSE)

ED 399 817 FL 024 144

van der Wal, Sjoukje
Negative Polarity Items in Dutch and English: A Lexical Puzzle.
PUB DATE- Dec 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Contrastive Linguistics; *Dutch; English; Error Patterns; Foreign Countries; Form Classes (Languages); *Language Acquisition; *Language Patterns; Language Research; Language Usage; Linguistic Theory; *Negative Forms (Language)

A study investigated the use of negative polarity items (NPIs) in child language, and in particular, how children acquire the restrictions on these items. Data are drawn from studies of NPIs in the spontaneous speech of Dutch- and English-speaking children. Results show the first NPIs to appear in Dutch and English are widely different expressions; one of the first used by Dutch children is a verb, "hoeven," while in English it is a quantifier, "any." However, there are remarkable similarities in the way in which these expressions appear in the children's speech, both correctly and incorrectly. It is argued that these cross-linguistic similarities in NPI use stem from the development of negation, which interrelates with the acquisition of NPIs. Contains 17 references. (Author/MSE)

ED 399 818 FL 024 146

Jones, Kent
Materials and Techniques for Teaching the Esperanto Language in the Elementary Grades and 1996 Packet for Teachers.
PUB DATE- 15 Sep 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabets; Classroom Techniques; Elementary Education; *Esperanto; *FLES; Information Sources; *Instructional Materials; Intercultural Communication; Internet; Language Role; *Language Tests; Letters (Correspondence); Publishing Industry; Second Language Instruction; Second Language Learning; Travel; Vocabulary Development
IDENTIFIERS- *Cognates; *Pen Pals

Materials presented here include a variety of resources for teachers of Esperanto: a brief guide to Esperanto teaching, including suggested teacher qualifications, a listing of instructional materials and resources, including serials, with details of publication, activities in preparation for teaching, grade-level class activities, notes on Esperanto fonts and the Internet, a source for pen pals, and information on travel; background information on Esperanto research and teaching; a list of the 64 largest language groups, with percentages of the world population speaking them; articles on adult Esperanto learning and the educational and social roles of the Esperanto language, the Esperanto alphabet; a proclamation concerning International Friendship Week; quotations about Esperanto; an stereotypically feminine traits in male nurses. Implications for nursing student recruitment are considered. Contains 15 references. (MSE)

ED 399 838 HE 029 433

Dickey, Corinne
Mentoring Women of Color at the University of Minnesota: Challenges for Organizational Transformation.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; American Indians; College Faculty; Educational Psychology; Educational Sociology; *Females; Graduate Students; Higher Education; *Mentors; Minority Groups; *Organizational Change; Qualitative Research; Role Models; School Holding Power; *Social Integration; Student Recruitment; *Teacher Student Relationship; Womens Education
IDENTIFIERS- African Americans; *People of Color; *University of Minnesota Minneapolis

This paper summarizes a research study on women in three programs designed to recruit, retain, and graduate persons of color at the University of Minnesota. The literature on mentoring is reviewed in terms of social integration, academic integration, a supportive institutional climate, and quality mentoring. The study used qualitative case study methodology in interviews with students, faculty mentors, and administrators in the three mentoring programs, two of which (biological sciences and business administration) had limited minority participation and one (education) with relatively greater minority student and faculty representation. American Indian students were the focus of the program within the graduate school of business administration; all minorities and females within an intensive summer undergraduate workshop in biological sciences; and African Americans within the graduate program in education. Interviews examined how students, faculty, and administrators perceived the mentoring process, the climate at the University for persons of color, and how mentoring enriched students' experiences. Specific recommendations are offered to the regents; to the University president; to the vice presidents/administrators, deans, and departments; to the graduate school; to the faculty; and to graduate students. (Contains 29 references.) (MAH)

ED 399 839 HE 029 434

Patton, Gerald W.; And Others
Outcomes Assessment in the Middle States Region. A Report on the 1995 Outcomes Assessment Survey.
PUB DATE- Jul 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Change Strategies; College Faculty; *College Outcomes Assessment; College Programs; Educational Assessment; Financial Problems; Higher Education; *Long Range Planning; Needs Assessment; Regional Programs; Surveys

The Commission on Higher Education conducted a survey in 1995 of 495 member institutions of higher education, most in the Mid-Atlantic region, to determine their progress with outcomes requirements be reduced at all state institutions to 36 hours, and that common degree program prerequisites be standardized, offered, and accepted by all of Florida's 9 public universities and 28 community colleges within 1 calendar year of enactment. A consequence of the new law is that course offerings, which may differ among state institutions, must be acceptable to all institutions with respect to transferability. This reduction in coursework and a pending tuition surcharge on hours taken beyond the degree requirements has met with generally negative assessments from students. The ultimate outcome of these changes is presently unclear. Appendices provide an inventory of bachelor's degree programs by credit hours to degree and a list of work templates for standardizing prerequisites. (CK)

ED 399 859 HE 029 494

McCormick, Alexander C.; And Others
A Descriptive Summary of 1992-93 Bachelor's Degree Recipients 1 Year Later, with an Essay on Time to Degree. Baccalaureate and Beyond Longitudinal Study. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; *Bachelors Degrees; College Graduates; Degrees (Academic); Enrollment Trends; Followup Studies; Graduate Surveys; Higher Education; Longitudinal Studies; Majors (Students); *Outcomes of Education; Race; Sex; *Student Characteristics; Tables (Data); Time Factors (Learning); *Undergraduate Study
IDENTIFIERS- *Time to Degree

This report presents selected findings from the 1993/94 Baccalaureate and Beyond Longitudinal Study First Followup survey. The report found that only 36 percent of 1992-93 bachelor's degree recipients completed their degree within 4 years of beginning postsecondary education. Students who delayed their entry into postsecondary education took longer to complete their degree, as did those who began postsecondary education at a less-than-4-year institution. The first section presents a brief profile of the study's nationally representative sample of 10,080 recipients of bachelor's degrees at 648 institutions in 1992-93, including gender and race, age at degree receipt, degree-granting institution, and point of entry into postsecondary education. The second section presents an analysis of the amount of time taken to complete the degree and includes such data as sample definition and outcome measures, timing of entry into postsecondary education, time between high school graduation and bachelor's degree completion, interruptions in enrollment, time between entry into postsecondary education and bachelor's degree completion, gender and race, timing of entry and preparation for college, institutions attended, major field of study, and debt. The compendium provides detailed tables and describes the employment and enrollment experiences of this population in the year after graduation. Appended are a glossary of terms and technical notes on the study methodology. (CK)

ED 399 860 HE 029 495

How Can I Receive Financial Aid for College?

engineering cease their participation. To help retain young women's interest and help bridge the gap between secondary school and higher education, The University of Maryland, College Park, held a six-week live-in academic summer program to expose 30 young women to college-level engineering study. The young women, who had completed their junior year in high school, were enrolled in two college-level introductory engineering courses. The program also included hands-on team design projects; field trips; laboratory work; computer classes; problem solving; working with others; and presentations by female role models. Parents were invited to participate through visits to the campus and attendance at selected orientation and student design presentations. At a focus group in the fourth week of the program, students discussed their level of interest in engineering compared with their interest at the beginning of the program, what they found most valuable about the program, and suggested improvements. Upon successful completion of the program, students earned six credits towards a college degree. (MAH)

ED 399 877 HE 029 512

Goldberg, Julie L.; Sedlacek, William E.
Graduate Women in Engineering.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.; Maryland Univ., College Park. A. James Clark School of Engineering.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Dropout Prevention; *Educational Innovation; Educational Objectives; *Engineering Education; Focus Groups; Graduate Students; *Graduate Study; Higher Education; Mentors; Social Support Groups; *Womens Education
IDENTIFIERS- *University of Maryland College Park

The transition from undergraduate to graduate school is a point when female students may lose interest in pursuing engineering degrees, and the percentage of women enrolled in engineering graduate programs is small in comparison to that of males. To attempt to mitigate the potential isolation of women graduate engineering students, the Women in Engineering Program at the University of Maryland, College Park, has established a Graduate Committee for Women Engineers to mentor and assist women graduate students in their professional development. To learn how best to facilitate and support this group, a survey was distributed to all women enrolled in engineering graduate studies during the spring semester 1995 and a 90-minute focus group was conducted 2 weeks after the survey data were analyzed. Respondents to the survey were interested in attending workshops on career issues, receiving support from female faculty and other graduate women students, and developing networks. The focus group discussions identified incoming first-year Master's and doctoral students and international students as groups needing special attention. (MAH)

ED 399 878 HE 029 513

Lovitts, Barbara E.
Who Is Responsible for Graduate Student Attrition--The Individual

resulted from an increased number of loans rather than growth in loan amount; (5) the Stafford Unsubsidized program and the Ford Direct Loan Program have been the fastest growing programs; (6) federal grant aid has decreased substantially; (7) tuition increases continue to outpace growth in personal and family income. Seven tables provide data for the period 1986-87 through 1995-96; two appendix tables cover all years in the database (back to 1963-64). (CH)

ED 399 897 HE 029 533

Hoffman, Charlene M.; And Others
Historically Black Colleges and Universities, 1976-1994.
PUB DATE- Sep 96
NOTE- 126p.; For previous report in this series, see ED 347 923.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Black Education; Black Students; Budgets; College Attendance; College Choice; *College Faculty; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Expenditure per Student; Federal Aid; Financial Support; Higher Education; Institutional Survival; Private Colleges; Public Colleges; Racial Composition; Racial Integration; Resource Allocation; Salary Wage Differentials; Statistical Analysis; Tables (Data); Teacher Salaries; Trend Analysis

This report presents a statistical overview of trends in the development of historically black colleges and universities (HBCUs). An introductory chapter reviews the history of HBCUs and discusses the current status in terms of enrollment, degrees conferred, staff, salaries, and finances. Nine text figures and 54 summary tables provide detailed data organized into the same categories. Supplemental information is given for all public and private institutions to allow comparative evaluations with all institutions. The report finds that: (1) as a group, HBCUs entered a period of growth during the late 1980s, with some of the increase due to a larger proportion of black students choosing HBCUs; (2) over the 1976-1994 period the student racial/ethnic mix became more diversified, especially for degree recipients; (3) the number of degrees conferred has also risen since 1990, due mainly to increased enrollments; (4) financial and faculty resources at public HBCUs are stronger than those at private institutions; (6) faculty salaries at all HBCUs have increased at about the same rate as at all institutions, but nevertheless remain at a lower level than institutions of higher education in general; (7) educational expenditures at all HBCUs have increased, but at a lesser rate than at comparable institutions. Appendixes include a guide to the sources used and the comparability of data, information on methodology, and a glossary. (CH)

ED 399 898 HE 029 534

Henke, Robin R.; And Others
Out of the Lecture Hall and into the Classroom: 1992-93 College Graduates and Elementary/Secondary School Teaching, with an Essay on Undergraduate Academic Experiences. Baccalaureate and Beyond Longitudinal Study. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

school 2 or more years after earning a Bachelor's degree. Over half of the non-U.S. citizens entered graduate school in the United States 2 or more years after earning their Bachelor's degree. The number of years taken to obtain a Ph.D. has risen with over 20 percent taking 8 years or more and fewer than 5 percent earning their degrees in 4 years. The number of women has continued to increase: from 8 percent in 1975 to 16 percent in 1995. Tables provide data on employment of physics graduate students including country of origin, racial/ethnic background of graduate students with U.S. citizenship, financial support, academic background, subfield of study, time taken between Bachelor's degree and physics graduate study, and time taken between Bachelor's degree and physics graduate study, postdoctoral positions, annual salaries, and overall Master's degree recipient characteristics. (JLS)

ED 399 916 HE 029 552

Chambliss, Catherine; And Others
The Liberal Arts and Applied Learning: Reflections about the Internship Experience.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alumni; Career Development; College Students; Community Services; Higher Education; *Internship Programs; *Liberal Arts; *Professional Education; Public Relations; Research Opportunities; *Service Learning; Student Attitudes; *Student College Relationship; *Student Educational Objectives; Student Experience; Student Needs
IDENTIFIERS- *Ursinus College PA

This document discusses the objectives, advantages, and disadvantages of internships provided by colleges and universities to their students. The advantages of internships are listed as: (1) enhancement of student goals of career development; (2) promotion of favorable public relations for colleges; (3) provision of valuable services to alumni and the community; and (4) research opportunities for the students. The disadvantages are listed as: (1) exposure to litigation; (2) increased workload; (3) dilution of educational program; and (4) a fueling of student worship of the practical and preprofessional. The report emphasizes that while the concept of applied learning is supported at most colleges, disagreement surrounds the semantics of internship programs and the tension between faculty vs. student-centered perspectives increases. The paper emphasizes the importance of viewing these programs as a means of facilitating student growth, accommodating student needs, and achieving a balance between perfectionism and creativity. The report concludes with a discussion of some examples of undergraduate service learning at Ursinus College, Pennsylvania; a list of specific community service projects at the college; and a summary of optimal student learning experiences in the field. An outline of a conference of Ursinus College faculty on the internship experience is attached. (CK)

ED 399 917 HE 029 553

Monitoring of Student Right To Know and Campus Security Act of 1990. Report To Accompany H. Res. 470. House of Representatives, 104th Congress, 2d Session.
PUB DATE- 5 Sep 96

School Librarians (AASL) and suggests changes in the role of the school librarian, by way of a shift from a traditional helping role to a leadership role. Because librarians have knowledge of the whole curriculum, they are in a unique position to lead the way for teachers and to help them integrate learning across the curriculum. Librarians must begin to change from merely offering suggestions of materials to supplementing classroom teaching, and directing the collaborative experiences teachers offer their students, so that teachers will adjust their activities to combine isolated lessons and design them to meet different learning styles. It is only in this way that all students will be well prepared to be contributing members of a global society. Librarians must know the teachers and the curriculum, as well as exactly what and when teachers teach specific units, whom they teach, and how they teach. To find the answers to some of these questions, librarians are advised to predict teaching styles; discuss teaching strategies and resource based teaching; point out materials available in the library; record planning sessions and the actual outcome of the unit; base any suggestions on existing research; keep the students as the primary focus; and help teachers adapt lesson plans into multicultural experiences. (SWC)

ED 399 935 IR 056 050

Nimon, Maureen
Violence in Children's Literature Today.
PUB DATE- 93
NOTE- 6p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; Attitude Change; Books; *Childrens Literature; Child Responsibility; Consciousness Raising; Foreign Countries; Punishment; *Reading Material Selection; Role; *Violence; War
IDENTIFIERS- Cause Effect Relationship; Controversy

Because violence is an inescapable reality of the world, this paper asks the question, "Does violence have any place in children's literature?" For centuries, children's literature has encompassed stories in which the virtuous were rewarded and evildoers suffered retribution. Historically, violence was frequently part of punishment. Children of the past were directly confronted with their responsibility for their choices and actions and the likelihood of severe punishments following closely upon wrongdoing. Violence in juvenile literature has also been praiseworthy and even glamorous, expressed as people "doing their duty," for example, in a wartime situation. Stories that did not concern war often incited children to demonstrate physical courage. Females as well as males were forced to face danger or be ready to sacrifice themselves. It is only in recent decades that the place of violence in children's books has been so vigorously questioned. Some current viewpoints take the position that children's books may encompass violence and conflict, but it is essential that they do so in ways that show the suffering caused, and offer solutions other than retaliatory violence. Once one has accepted that there is a place for violence in children's

IDENTIFIERS- *MARC

Users of school libraries and teacher resource centers have had significant problems in accessing curriculum materials in card catalogs as well as in online catalogs. Curriculum-Enhanced Machine Readable Cataloging (CEMARC) addresses these problems by: (1) offering data entry guidelines for a minimum USMARC standard (in order to clarify inconsistencies in application) and (2) suggesting enhancements that go beyond the USMARC standard. The Northwest Ohio Educational Technology Foundation (NWOET) is the primary agency responsible for developing the CEMARC format. The NWOET office developed interim guidelines for school library media specialists submitting catalog records to the InfoOhio database which contain recommendations for a minimum format for "Brief USMARC" records in a union catalog database. The required tags for the minimum record concern: fixed data elements; cataloging source; title; publisher/producer/pagination; descriptive tag; and library name. Curriculum-related information is essentially accommodated in three tags. A new tag has been designated for curriculum objectives. CEMARC records can be developed at the national as well as the state level if the curriculum-related descriptive tags are included in LC and Cataloging in Publication (CIP). Local school systems can enhance catalog records with local curriculum objectives and special learner needs. School librarians need to encourage publishers of textbook and nonprint materials to participate in the CIP program. (AEF)

ED 399 953 IR 056 069

Garlow, Judith A.
Students Becoming Life-Long Users: Vision Becoming Reality.
PUB DATE- Feb 95
NOTE- 5p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; Elementary Secondary Education; Librarian Teacher Cooperation; Library Automation; *Library Development; *Library Planning; Lifelong Learning; Media Specialists; Program Development; Program Evaluation; School Districts; *School Libraries; User Needs (Information)
IDENTIFIERS- Syracuse City Schools NY

It is essential for all students to become life long information users in order to become quality citizens in today's information world. In this paper, a school library media specialist illustrates how she and other school district librarians planned and implemented a redesign of the school library facility and a change in the library program. The school librarians discussed issues, conducted research, and attended workshops, conferences, and meetings all concerned with planning and promoting a program. The design group collaboratively designed a workable, flexible program meeting the needs of the school. The development process at the library at Bellevue Elementary School (Syracuse, New York) began with assuring that resources and services will always be accessible to all patrons. One way to guarantee access is by providing technology such as circulation and online catalog systems. Next, the new library program was presented to the staff. In

Picture books are: useful for teaching visual literacy and writing skills; effective with reluctant readers, English as a Second Language (ESL) students and those reading below grade level; and helpful in supporting various curricula. Books were selected for inclusion in this bibliography based on the following criteria: (1) artistic and literary quality; (2) universal themes with value and appeal for a variety of age levels; (3) coverage of important issues that affect older students, dealt with in non-threatening formats and accessible to multiple learning styles; and (4) publication prior to 1995. The 645 books are arranged alphabetically by author or editor's last name, or by title if the author is unknown. Entries contain author, title, publication data, illustrator (if different from author), annotations, subject index terms, and activities or other titles selected to enhance the book's classroom use and match books with readers. Curriculum ideas are enhanced by a selection of icons, such as "read-aloud," "further reading," "speech," "history," to name a few. The book includes examples of curriculum supported and supplemented by picture books; a bibliography of picture book resources; and separate alphabetical author/illustrator, title, and subject indexes. (SWC)

ED 399 973   IR 056 122

Kelly, Joanne
The Beverly Cleary Handbook.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Authors; Biographies; *Childrens Literature; Class Activities; Fiction; *Learning Activities; Nonfiction; Novels: Student Projects
IDENTIFIERS- Age Appropriateness; *Cleary (Beverly)

After offering biographical background about Beverly Cleary, one of America's most popular children's authors, this book summarizes each of her novels, also noting illustration credits and any awards received by the work. The books are grouped by setting and/or age appropriateness. Settings of Cleary's life, which later became settings for her books, are described in a separate section and illustrated with photographs. A narrative about the settings augments the biographical information on the author. The book then presents a variety of extension activities that can be used in the library or classroom. Some of the projects, such as readers theatre scripts and bulletin board designs, require adult guidance or involvement, while others, such as map and writing activities, can be done independently by students. Selections for further reading list: Beverly Cleary's childhood favorites; books, short stories, plays, and nonfiction articles by Cleary; articles and books about the author and her work; and additional biographical sources. An appendix provides the answer keys for the independent activities. (Author/AEF)

ED 399 974   JC 940 368

Clowes, Darrel
The Diverted Dream Revisited.
PUB DATE- 91
NOTE- 17p.; For "The Diverted Dream," see ED 309 827.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Instruments (160)
DESCRIPTORS- *Classroom Techniques; *College Preparation; Community Colleges; Educational Testing; *Outcomes of Education; Pretests Posttests; Program Effectiveness; *Reading Attitudes; *Reading Comprehension; Reading Skills; *Reading Strategies; Remedial Reading; *Skill Development; Two Year Colleges; Two Year College Students

A study was undertaken to determine the effectiveness of reading comprehension strategies in improving the reading skills of underprepared students at a community college. The instructional strategies, which included determining main ideas of passages, drawing inferences and conclusions, and building vocabulary within the context of readings, were implemented in a college-prep reading class of 28 students. Outcomes were measured by students' performance on Nelson-Denny and departmental reading tests administered at the beginning and end of the course. In addition, changes in students' attitudes toward reading were determined through responses on a teacher-prepared self-awareness survey distributed during the first and twelfth weeks of the class. Results included the following: (1) while only 4 of the 28 students received passing scores (i.e., 62% or higher) in reading comprehension on the departmental pre-test, 24 did so on the post-test; (2) although there was an average increase of 2.8% between the Nelson-Denny pre- and post-tests, the results were not significant; and (3) with respect to the frequency with which they practiced 10 effective reading behaviors on the self-awareness survey, only 4 students responded "often" on at least 80% of the questions at the beginning of the class, compared to 22 students at the end of the class. Contains 15 references. The survey instruments, reading guides describing the three strategies, and sample exercises are appended. (HAA)

ED 399 992   JC 960 584

McKinney, Kristin
Technology in Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; *Community Colleges; Computer Uses in Education; Educational Change; *Educational Finance; *Educational Technology; *Instructional Innovation; Instructional Student Costs; *Multimedia Instruction; Teacher Role; Technological Advancement; Two Year Colleges
IDENTIFIERS- ERIC Digests

Despite the costs of implementing technology at community colleges, the benefits gained include increased instructor creativity, increased student interest and learning, and greater flexibility of instructional delivery. Instructional technology may be implemented in two ways: first, the use of technology as a simple add-on to enhance current instructional methods by integrating text material with sound, photos, full-motion video, and graphics; and second, the use of technology to transform both the teaching and learning function by providing students with access to multimedia computers stations equipped allowing them to work on course content at their own pace. Due to the high costs of system maintenance and training and the potential redefinition of the role of faculty in the at community colleges, this booklet presents four modules providing students with step-by-step career exploration activities and information. The first module, Introduction to Career Planning, discusses the effect of career choice on students' lives and the reasons why people choose particular careers; reviews the nature of changing career goals and the basic principles of the career planning process; and encourages students to make a commitment to actively explore their career options. The second module, Self Assessment, includes a list of 46 sample occupational interests; a skills evaluation exercise; a values evaluation exercise; a career exploration chart for summarizing information gathered about interests, skills, and values in six career clusters; a 3-step guide to interpreting results; and a follow-up activity for the module. Module 3, Career Exploration, is designed to help students translate the career groups identified in Module 2 into specific occupations to consider. Included in Module 3 are a description of the U.S. Department of Labor's Occupational Outlook Handbook, an occupational index and five related steps for using the index to choose a career, sample blank career information sheets, and an interview form for gathering information from individuals working in students' potential careers. The final module, Academic Planning, discusses the levels of study available to students; presents a list of university, associate, and job training programs in the 6 career clusters; provides 15 secrets to college success; and describes 7 other resources for career exploration. (HAA)

ED 400 010   JC 960 609

Mende, Richard
Training Faculty for Internet Delivery.
PUB DATE- 29 May 96
NOTE- 11p.; Paper presented at the Instructional Technology Conference of the Colleges of Applied Arts and Technology of Ontario (Windsor, Ontario, Canada, May 29-31, 1996); for a related document, see JC 960 563.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Courseware; *Delivery Systems; Educational Technology; *Electronic Mail; Faculty Development; *Instructional Innovation; Internet; *Online Systems; Teacher Education; *Teacher Workshops; *Training Methods; Two Year Colleges
IDENTIFIERS- Cambrian College (Canada)

In June 1995, Cambrian College, in Ontario, Canada, began to train faculty for a new Internet-based Teachers of Adults Certificate program, utilizing electronic mailing lists as virtual classrooms and enrolling its first students in October of that year. Faculty were recruited for their experience in delivering courses through more conventional distance methods, such as teleconferencing and independent study. In the first step of the training, faculty were provided with hard copies of materials discussing the configuration of the PINE electronic mail software system, essential commands and functions, and characteristics of mailing lists and listservs. In addition to these training documents, 13 online training files were distributed to the participants and an electronic mailing list was established. The online files allowed the faculty to enjoy themselves while learning some of the significant conventions of the online community. Towards the end of the program, Prepared as Book Two of a focused evaluation report submitted to the North Central Association (NCA), this document describes the characteristics and activities of New Mexico State University's two-year branch campus at Carlsbad (NMSU-C) that fulfill the NCA's general institutional requirements and five criteria for accreditation. First, descriptions and supporting data are provided showing NMSU-C's fulfillment of 24 general requirements in the areas of mission, authorization, governance, faculty, educational programs, finances, and the public dissemination of information. Next, narratives are presented describing the college's fulfillment of the following five criteria: (1) a clear and publicly stated institutional purpose consistent with the institutional mission and appropriate to an institution of higher education; (2) the effective organization of human, financial, and physical resources; (3) evidence of the accomplishment of the institution's educational and other purposes; (4) evidence that the institution can continue to accomplish its purposes and strengthen its effectiveness; and (5) demonstration of integrity in institutional practices and relationships. Information on institutional progress since a 1992 NCA report is then presented as of 1995, detailing improvements made in the areas of student services, NMSU-C's library and media center, the bookstore, the operations of NMSU-C's Learning Assistance Center, and community service and continuing education programs. Six initiatives to improve academic administration are then reviewed and changes in academic programs since 1992 are highlighted. NCA Basic Institutional Data forms A through G, providing data for 1992-93 to 1994-95, are attached. (AJL)

ED 400 028 JC 960 638

Cowen, Sonia S., Ed.
New Mexico State University at Carlsbad Report, Book Three: Appendix to Book One and Book Two.
PUB DATE- Jan 95
NOTE- 198p.; For all five volumes of this report, see JC 960 636-640.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Administrative Organization; Advisory Committees; *College Planning; Community Colleges; *Institutional Characteristics; *Institutional Evaluation; Institutional Mission; Multicampus Colleges; *Organizational Objectives; Program Improvement; Two Year Colleges
IDENTIFIERS- *New Mexico State University Carlsbad

Prepared as Book Three of a focused evaluation report submitted to the North Central Association (NCA), this document presents 18 appendixes to Books One and Two, describing activities implemented by New Mexico State University's two-year branch campus at Carlsbad (NMSU-C) in response to a 1992 NCA evaluation. The following items are presented: (1) the evaluation team's report from the 1992 NCA accreditation visit, highlighting general institutional requirements, evaluative criteria, and recommendations; (2) lists of NCA special committee members; (3) NMSU-C's mission and goals statements; (4) the itinerary for a 1994 follow-up visit by an NCA accreditation consultant; (5) a report on NMSU-C's internal governance system, describing the responsibilities of eight committees and their membership; (6) a description of 1993 college-wide improvement initiatives, focusing on planning and literature, art and music, math, science, and social studies, and experiences are provided that stimulate learning in all developmental areas. Since many children attend the same early childhood program for consecutive years, the guide contains 2 years of monthly programs, for September through May, with one special summer sharing theme. Each monthly section includes objectives, a monthly commentary, two letters to parents that may be used as models, suggested activities, such as arts and crafts ideas and cooking projects, and songs and rhymes. Bibliographies of poems and picture books related to each theme are also included. Some of the themes include: autumn days; family traditions; friendship; the earth; and animals. Five appendices contain: suggestions for birthday time activities and exploring fruit using the five senses; arts and crafts recipes; and indexes of songs and recipes. (TJQ)

ED 400 046 PS 024 496

Societal and Legal Issues Surrounding Children Born in the United States to Illegal Alien Parents. Joint Hearing on H.R. 705, H.R. 363, H.J. Res. 56, H.J. Res 64, H.J. Res. 87, H.J. Res 88, and H.J. Res. 93 before the Subcommittee on Immigration and Claims and the Subcommittee on the Constitution of the Committee on the Judiciary. House of Representatives, One Hundred Fourth Congress, First Session (December 13, 1995).
PUB DATE- 96
NOTE- 160p.; Serial No. 50.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; *Citizenship; Federal Legislation; Hearings; Immigrants; Migrant Children; *Undocumented Immigrants
IDENTIFIERS- Birthright Citizenship; Congress 104th; Fourteenth Amendment; Immigration and Nationality Act 1965; United States Constitution

This hearing transcript presents testimony on several House resolutions regarding immigration and citizenship. Two bills propose amending the Immigration and Nationality Act to limit birthright citizenship to persons with citizen or legal resident mothers (HR 705) or to deny such citizenship to children of parents who are not citizens or permanent resident aliens (HR 363). Five joint resolutions propose to amend the Constitution to restrict birthright citizenship to persons with legal resident mothers or fathers (HJ Res 56 and 87); citizen or legal resident mothers (HJ Res 64); a citizen parent at the birth (HJ Res 88); or a citizen parent, lawfully in the United States, or with a lawful immigration status at the birth (HJ Res 93). Witnesses included: (1) several Representatives from the state of California; (2) Representatives from the states of Florida, Hawaii, and Illinois; (3) A former reporter from the "El Paso Times"; (4) university law professors; (5) Barbara Jordan, chair of the U.S. Commission on Immigration Reform; (6) Assistant U.S. Attorney General Walter Dellinger; and (7) a deputy director, Income Maintenance Bureau, San Diego County Department of Social Services. Witnesses testified that smugglers bring pregnant women into the country to give birth so their children are citizens; educational and social welfare benefits for children of illegal aliens were cited as causes. Others argued that because the 14th Amendment grant of birthright citizenship was not meant to apply to children of illegal aliens, a federal statute could end birthright citizenship; others argued that a Constitutional amendment is required to modify birthright citizenship. Appendices contain additional statements, letters, or materials submitted by

Attitudes; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Racial Bias; Teacher Attitudes
IDENTIFIERS- *Carolina Abecedarian Project NC

Educators face no greater challenge than improving the academic odds for economically disadvantaged, minority children, because they are at the greatest risk for failure. A recent study from the Frank Porter Graham Child Development Center of the University of North Carolina at Chapel Hill uncovered ways in which, despite good intentions, educators unwittingly alienated high-risk minority families. The Carolina Abecedarian Project (ABC) and the Carolina Approach to Responsive Education project (CARE), two experimental studies of the efficacy of early intervention, followed high-risk children from birth to age eight. Each family was assigned a Home/School Resource Teacher (HST), who worked with families for the first three years the child attended elementary school. Problems articulated to HSTs by parents or teachers included: (1) rejection of teacher concerns as intrusive; (2) interpretation of teacher's suggestions or referrals as reflections of racial bias; (3) poverty-related programs; (4) cultural differences; (5) unrealistic expectations for children or parents; and (6) parents' lack of advocacy skills. Analysis of these pitfalls suggested ways to create partnerships between predominantly middle-class educational establishments and low-income minority parents, such as: (1) giving parents adequate representation in decision-making; (2) providing Home/School Coordinators or social workers as part of school system staff; (3) having teachers make home visits; (4) developing confidence in parents as educational partners; and (5) communicating regularly with the home. (Contains 23 references.) (BGC)

ED 400 065 PS 024 565

Ohio Department of Education, Division of Early Childhood Education, Annual Report, Fiscal Year 1995 (1994-95 School Year).
PUB DATE- 95
NOTE- 49p.; For Annual Report for Fiscal Year 1994, see ED 399 025.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; At Risk Persons; Cooperation; Day Care; Disadvantaged; *Early Childhood Education; Early Identification; Early Intervention; Family (Sociological Unit); Family Needs; Family Programs; High Risk Students; Kindergarten; *Preschool Education; Prevention; *Program Evaluation; School Age Day Care; Social Agencies; State Programs
IDENTIFIERS- *Ohio; Project Head Start

In order to meet national education goals, priority must be given to nurturing and cultivating the learning potential of young children. No single agency, department, division, or program can meet the multiple, diverse needs of Ohio's families and young children. Through collaboration, the Division of Early Childhood Education hopes to create successful early childhood education and care initiatives. This annual report includes the Division's mission statement, which supports the vision of the Ohio Family and Children First Initiative (OCFC). This initiative emphasizes prevention and intervention, with an administrative focus on streamlining government operations. Sections are (1) "Program Development Activities," covering public school preschool, Head Start, preschool special education, early identification, kindergarten, and school-age offers a guide to different approaches to kindergarten, expectations for incoming students, and ways to obtain needed information for parents new to the process of schooling. Following an introduction that calls for increased parent involvement in schools, the book contains four chapters: (1) "All Kindergartens Are Not Alike," describing five commonly used approaches to kindergarten; (2) "Kindergarten Issues," discussing issues parents face when their children enter kindergarten; (3) "Doing Your Homework," advising parents about how to find out information before their children enter kindergarten; and (4) "Preparing Your Child for Kindergarten," discussing how to help your child meet school expectations for incoming students. In the conclusion, the book reminds parents how slowly schools change and how adaptable children can be. Contains endnotes organized by specific topics covered in the book and 75 references. (AMC)

ED 400 082 PS 024 597

Ellis, Patrick
Education for Faith and Freedom.
PUB DATE- 12 Apr 96
NOTE- 21p.; Paper presented at the Annual Convention and Exposition of the National Catholic Educational Association (93rd, Philadelphia, PA, April 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beliefs; *Catholic Educators; *Catholic Schools; Church Related Colleges; Church Responsibility; Educational Environment; Elementary Secondary Education; Freedom; Higher Education; Nuns; Personal Autonomy; Priests; Religious Discrimination; Religious Education; *School Effectiveness; Student Educational Objectives

The culture of Catholic education is based on profoundly human qualities animated by freedom and by faith. Because all aspects of Catholic education are intrinsically religious acts, teachers are free to teach all subjects for their own sake. Educators have the freedom to insist that everything in Catholic education be first rate, including equipment and extracurricular programs, and they are free to work longer than 40 hours each week to ensure such quality. Students are free to admit to themselves and to others that school is interesting and that they would rather be there than elsewhere. Nevertheless, Catholic educators have an obligation to make Catholic schools worth the cost difference as well as reflect the faith which makes that difference. Some disappointing trends create challenges: (1) there are fewer areas of agreement between Catholics and other citizens; (2) Catholic families increasingly use public higher education; (3) there is a declining number of religious men and women as virtually free labor for school systems; (4) class discipline and the inability to expel students with behavior problems is a concern; and (5) it is difficult to reconcile the Catholic school system's aims with the teachers' unions' aims. Catholic educators should be assertive on the school voucher issue and on the need for religion in public life, and should insist that Catholic education be valued for its convictions, not just its discipline and uniforms. Catholic educators face challenges in their freedom to do their job well and to animate it by faith. The American Catholic educational experience has been one of the glories of the Church for more than two centuries. (KDFB)

Instructional Design; *Learner Controlled Instruction; *Learning Centers (Classroom); Learning Processes; Play
IDENTIFIERS- *Play Learning

Young children are active learners who touch, feel, experiment, and create. Learning centers are designed to relate to their world of active learning and to encourage their involvement, thereby enhancing development of choice making, oral language, creativity, social skills, responsibility, and understanding of symbols. This book includes suggestions to help the busy teacher meet the challenges of developing effective centers, including enrichment of traditional centers and creating new dramatic and literature-based centers. Chapter 1 provides an introduction to planning, designing, and setting up centers, and chapter 6 discusses evaluation of center effectiveness and children's involvement. Chapters 2, 3, 4, and 5 contain detailed plans for centers, including: (1) learning objectives; (2) time frame; (3) letter to parents; (4) illustrated layout; (5) vocabulary enrichment; (6) teacher-collected and child-created props; (7) literacy connections; (8) center activities; and (9) evaluation of the center. Ideas for learning centers include housekeeping, art, sand and water, library, music and sound, writing, science and nature, grocery store, doctor's office, farm, beach, space, environmental awareness, fitness, nighttime, and long ago. (EV)

ED 400 100 PS 024 645

Elliott, Alison
Learning with Computers. AECA Resource Book Series, Volume 3, Number 2.
PUB DATE- Jun 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; Computer Assisted Instruction; *Computers; *Computer Software; *Computer Software Evaluation; *Computer Software Selection; *Computer Uses in Education; Early Childhood Education; Educational Technology; Evaluation Criteria; Foreign Countries; Instructional Innovation; Integrated Learning Systems; Internet; Performance Factors
IDENTIFIERS- Australia; Learning Environment; *Technology Based Instruction; Technology Utilization

Research has supported the idea that the use of computers in the education of young children promotes social interaction and academic achievement. This resource booklet provides an introduction to computers in early childhood settings to enrich learning opportunities and provides guidance to teachers to find developmentally appropriate software and hardware. The first section of the booklet focuses on learning with computers and the roles of computers in early childhood programs. The second section provides information on getting started and creating a computer-active classroom. Specific guidelines on computer configurations and setting up the classroom are included. The third section provides guidance in choosing and using software and in evaluating educational software. This section advocates the use of software that builds concepts and skills, and provides classification of software as follows: (1) thinking and problem solving; (2) "Logo"; (3) educational adventure games; (4) communication; (5) painting and drawing; (6) writing and reading; (7) electronic and interactive story

This study compared the sociometric status of boys and girls and investigated the role of various social behaviors in determining the peer status of boys and girls. Participants were 835 fourth graders from eight elementary schools serving a lower- to lower middle-class population. An unlimited nominations procedure was used in the fall and spring; children nominated peers in their grade for each of the following items: (1) liked most: (2) liked least; (3) starts fights; (4) gets in trouble; (5) someone you hang around with; (6) is a leader; and (7) plays alone and stays away from others. The number of nominations received for each child for each criterion was counted and standardized within grade. Results indicated that boys were twice as likely to be rejected and half as likely to be popular as girls. Girls were more likely to be neglected and less likely to be controversial than boys. Sixty percent of the children retained their peer status from fall to spring. Boys received higher scores for aggression and getting in trouble, and lower scores for being a prosocial leader and being withdrawn than girls. From fall to spring, antisocial behaviors increased for boys and prosocial behaviors increased for girls. Being a leader and staying away from peers were stronger determinants of social preference for boys than for girls, whereas low leadership and high stay-away scores were stronger determinants for low social preference for boys than for girls. (Six tables and 5 figures illustrate the findings.) (KDFB)

ED 400 119 PS 024 701

Kerr, M. Kaye; Cheadle, Tannis
Allocation of Allowances and Associated Family Practices.
PUB DATE- Aug 96
NOTE- 20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Factor Analysis; Family (Sociological Unit); Foreign Countries; *Home Management; Intermediate Grades; *Money Management; *Parent Attitudes; Resource Allocation; *Rewards; Socioeconomic Status
IDENTIFIERS- Canada; *Childrens Allowances; Monetary Incentives; Money; *Money Skills

This study gathered information on general family practices concerning allowances given to children, parental reasons for the provision of allowances, the bases for their administration, and the frequency of conflicts generated around them. The subjects were 81 parents of elementary school children in a midwest Canadian city. Subjects completed questionnaires, and factor analyses of parent reasons for providing allowances were compared to the factors generated by Feather's Australian investigation. This study corroborated Feather's earlier findings on the factors influencing parents' decisions to give allowances: (1) family concerns (such as harmony); (2) child independence/monetary education; and (3) children's needs. Results also indicated that parents were consistent in their principles for allowances and rewards, since parents who did not increase allowance for good behavior were less likely than parents who did to decrease allowance for bad behavior. The same pattern of principles was apparent for grades. In addition, the parents perceived conflicts to be generated from children comparing allowances with their peers, or comparing their family practices with the practices of other

Residents; Rural Women; *Safety; Surveys
IDENTIFIERS- Access to Services; Family Farms; *Manitoba

A Manitoba survey examined child care use, child safety concerns, and parents' on-farm and off-farm work to determine the needs of farm families for child care services. Of 972 questionnaires mailed to Manitoba farm residences, 121 were returned by respondents who were actively farming and living on a farm with at least one child younger than 16 years. Most husbands and wives were full-time farmers; 19 percent of husbands and 35 percent of wives were regularly employed off the farm. Farm help was hired by 55 percent of respondents, mostly on a seasonal basis. Responding families included 294 children under age 16 (76 percent under 13). Child care was used regularly by 21 percent of families and was used during peak farm times (such as seeding or harvest time) by 55 percent. Child care was provided mostly by relatives, followed by older siblings and nonrelatives, but was never provided by a day care center. Alternatives to child care for 64 percent of farm families were to take the children along or to leave them alone while parents worked on the farm. In general, the greatest concerns for children's safety on farms related to augers, power take-off equipment, farm chemicals, and large machinery. Safety concerns varied with the number of hours parents worked on the farm and children's ages. Parents indicated the youngest age at which children could participate in various farm activities. Child care support preferred by farm families was either a caregiver in the farm home or hired farm help to free the wife for child care. Recommendations outline a model for rural child care services. Appendices elaborate on the model and include the survey questionnaire. (Author/SV)

ED 400 137 RC 020 727

Howley, Craig B.
Ethics and the Proper Aims of School-To-Work for Rural Places: A Differing Perspective.
PUB DATE- 17 Sep 96
NOTE- 10p.; Paper presented at the Cabell-Wayne Phi Delta Kappa Workshop (Wayne, WV, September 17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Principles; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; Employment Projections; *Ethics; *Role of Education; Rural Areas; *Rural Education; Rural Urban Differences; School Community Relationship
IDENTIFIERS- *School to Work Transition; *West Virginia

This paper addresses philosophical and ethical issues regarding school-to-work issues in public education. The purpose of school-to-work programs is to help students obtain employment. This paper asserts that schools should prepare students for work, but the concept of "work" entails much more than just securing employment. School-to-work programs are designed for populations in metropolitan areas and are not geared for the needs of rural communities and rural populations. For instance, school-to-work programs prepare students for high-tech, high-paying jobs. In contrast, the future job market in rural West Virginia involves low-skill, low-wage, and part-time employment. In a four-county area experiencing rapid growth in West Virginia, the outlook for future jobs focuses mainly on food preparation, guard work, and home health care. In

*Nomads; *Public Policy; Rural Development; *Rural Education
IDENTIFIERS- *Botswana

This paper describes the characteristics of Botswana's remote area dwellers (RADs) and the government's related rural development policies. RADS live a nomadic lifestyle, live outside the traditional village structure far from basic services, rely heavily on hunting and gathering, have low levels of literacy and little access to education, and frequently speak a language other than the national language. In 1989, an estimated 24,800 RADs lived in approximately 131 small scattered settlements. The government's Accelerated Remote Area Development Programme encourages RAD participation in various economic activities: agriculture, hunting and wildlife management, food processing, livestock production, beekeeping, salt production, and marketing of handicrafts and food products. All these activities require training. Only 33 schools and 24 health posts are located in RAD districts. A household survey in one village containing a primary school and an adult literacy program revealed that of a total population of 1,254 persons, 828 were enrolled in school or the National Literacy Programme (NLP) or had completed NLP. No secondary education was available, indicating the need for appropriate correspondence education or other distance education. In four other remote areas, 86 percent of respondents had no schooling or exposure to NLP. At present, the following educational programs are available via correspondence or radio broadcast: primary, secondary, and higher education programming; farmers' broadcasts; health education; adult literacy; women's development concerns; conservation of natural resources; and general economic and social issues. (SV)

ED 400 154 RC 020 750

Sharpe, Dennis B.
Successfully Implementing a Native Teacher Education Program through Distance Education in Labrador.
PUB DATE- 92
NOTE- 13p.; In: Distance Education and Sustainable Community Development; see RC 020 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Delivery Systems; *Distance Education; Educational Practices; Extension Education; Foreign Countries; *Geographic Isolation; Higher Education; Indigenous Personnel; Nontraditional Students; *Teacher Education; Teacher Education Programs
IDENTIFIERS- *Labrador; Memorial University of Newfoundland (Canada)

Since 1978, Memorial University of Newfoundland (Canada) has offered preservice and inservice teacher education courses to seven isolated Native communities in Labrador. The courses may lead to a 2-year degree with teacher certification or to a 5-year baccalaureate degree. Students are usually Native teachers and teacher aides in community all-grade schools; female, 25-35 years of age, and married with children; and of two distinct cultural groups, Inuit and Innu. Over the years, many approaches to course delivery have been tried. Instructors have flown to a host community for a 6-week or two 3-week sessions. This method allowed direct student-teacher interaction, but required accommodation in the community for the instructor and students from other communities. Correspondence study was tried curriculum correlation, environment where the activity might be performed, materials needed, key vocabulary words, possible alternative applications or "extensions" for the activity, and a list of resources. Contains 58 references. (DDR)

ED 400 174   SE 058 973

Daugs, Donald R.; And Others
The Comprehensive Water Education Book, Grades K-6.
PUB DATE- 94
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Depleted Resources; Discovery Learning; Ecology; Elementary Education; *Environmental Education; *Science Activities; Teaching Guides; *Water Quality; *Water Resources
IDENTIFIERS- Utah

The goal of this unit is to increase elementary students' understanding of water, water management, and water-related issues. Topics included in the guide are conceptual framework, the learning cycle, and tips about classroom management and cooperative learning. In Chapters 1-4, 63 student lessons are included that cover topics such as the physical and chemical properties of water, the hydrologic cycle, and the dependence of all living things on water. The student activities help students develop a scientific attitude and begin to learn cause and effect relationships, increase their natural curiosity, suspend judgment and develop a desire to search for answers. Chapter 5 contains many fun game activities with an environmental focus. Chapter 6 presents a discussion of field methods and equipment. Contains 45 references. (DDR)

ED 400 175   SE 058 974

Farrell-Poe, Kitt
Water Conservation and Nonpoint Source Pollution.
PUB DATE- Apr 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Demonstrations (Science); Elementary Education; Environmental Education; *Groundwater; Hands on Science; *Science Activities; Scientific Concepts; *Water Pollution; *Water Quality; Water Resources; Water Treatment

This book contains science activities that are designed to make learning and demonstrating nonpoint source pollution concepts exciting and fun. These activities can either be used alone or with an existing water resources education curricula. Activities include: Water Tasting, Acting Out the Hydrologic Cycle, Concentration of Chemical Pollutants in Water, Mini-Groundwater Models, Contamination of an Aquifer, What is a Watershed?, Sources of Drinking Water, How Drinking Water is Cleaned, Aquifers, Flow Concepts, Wells, Groundwater Contamination, Water Underground, Why Not Dump It Here?, The Invisible Problem, and Cleaning Up the Mess. A groundwater flow demonstration model fact sheet, water quality fact sheet, and parent/student water conservation checklist are included. (JRH)

Evaluation of Mathematics Reform.
PUB DATE- 26 Sep 96
NOTE- 11p.; Paper presented at the Annual Conference of the Association of Louisiana Evaluators (New Orleans, LA, September 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculators; *Educational Technology; Intermediate Grades; Junior High Schools; Mathematics Curriculum; Mathematics Instruction; *Mathematics Skills; Mathematics Teachers; Middle Schools
IDENTIFIERS- Louisiana

Twenty-seven Louisiana participants in the Middle School Teachers Enhancement Project (MSTEP) were surveyed about the use of the Texas Instruments Math Explorer calculator. An assessment was made to determine the teachers' own existing knowledge of how to use the calculator and guide a program for calculator skill development. Of the 28 total function keys on the calculator, the teachers knew an average of 12 keys. Following participation in MSTEP, the teachers knew an average of 25 out of the 28 keys. The conclusion is that MSTEP provided the teachers with a substantial foundation for using calculators in the classroom, and that the techniques used to teach the teachers could be used with middle school students. Part of the project was to model instructional techniques that are to be used in a "reformed" math classroom, including appropriate calculator use beyond simple addition, subtraction, multiplication and division. Further, teachers showed changes in their ability to use calculators in the classroom and adopted a more positive attitude towards reformed mathematics. (AIM)

ED 400 199 SE 059 084

Ogunsola-Bandele, Mercy F.
Mathematics in Physics - Which Way Forward: The Influence of Mathematics On Students' Attitudes to the Teaching of Physics.
PUB DATE- Dec 96
NOTE- 11p.; Paper presented at the Annual Meeting of the National Science Teachers Association (September, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Selection (Students); Foreign Countries; Physics; Science Curriculum; *Science Instruction; Secondary Education; Student Attitudes; Student Surveys
IDENTIFIERS- *Nigeria

Physics has been reported to be the least popular of the science subjects among high school students in Nigeria. In fact the low enrollment and poor grades even for majority students that enroll has been a great concern to most science teachers and curriculum planners. This study examined students' attitudes on the teaching and learning of physics. Particular attention was focused on students' views on the influence of the knowledge of mathematics on the learning of physics. The sample consisted of 104 high school students from 3 different schools in Kaduna State, north of Nigeria. A 25-item instrument based on the 4-point Likert scale of responses was administered to the students during their normal class. The results obtained revealed that although students enjoy and are interested in studying physics, there are a number of problems encountered:

Education at the Faculty of Education, Comenius University, in Bratislava (Slovakia) and ideas about new concepts for civic education and teacher training also are presented here. The humanistic ideals of Carl R. Rogers and Wolfgang Welsch's postmodern perception of culture both influence this material. Chapter 1 discusses the importance of culture, priorities of contemporary Slovak culture, and the aims of cultural education of citizens. In chapter 2, the nature of aesthetics and a non-classical version of aesthetic education are explored. Chapter 3 looks at the nature of civic education and multiculturalism in civic education. Chapter 4 is about teaching aesthetics in civic education. The final chapter covers civics teacher training. References follow each chapter. (LAP)

ED 400 223 SP 036 844

Lottes, Christine R.
Reducing Class Size To Increase Student Involvement.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Class Size; Curriculum Development; Faculty Development; *Health Education; Higher Education; Inservice Teacher Education; Interdisciplinary Approach; *Partnerships in Education; School Community Relationship; Secondary Education; *Small Classes; Student Attitudes; *Teacher Recruitment; *Teacher Student Ratio; Teacher Student Relationship
IDENTIFIERS- *Gettysburg College PA

Reducing class size was considered an important element in a revised health course at Gettysburg College (Pennsylvania). However, reducing class size to approximately 15 students per class would require 38 sections, more than the health faculty could handle. To recruit additional instructors, the course was marketed to faculty and administrators as supportive of and complementary to the rigorous academic expectations of the college. This was accomplished by addressing issues (i.e., relationships, chemical health, sexual victimization, diversity, eating disorders, etc.) recognized as negatively impacting on all aspects of students' lives, including their academic success. Recruitment of course instructors, instructor training, and classroom instruction are discussed. Recommendations are also made for ways in which junior and senior high school teachers might recruit individuals from the community to work with small groups within a larger class. (ND)

ED 400 224 SP 036 846

Youth & HIV/AIDS: An American Agenda. A Report to the President.
SPONS. AGENCY- National AIDS Fund, Washington, DC.
PUB DATE- Mar 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *At Risk Persons; *Disease Control; Elementary Secondary Education; *Health Education; *Health Promotion; Partnerships in Education
IDENTIFIERS- *National Policy; *Sexually Transmitted Diseases

inventory was completed by 36 participants in two 1995-96 mentor training courses. It was found that the collaborative nondirective approach dominated, that mentors expected a development plan from their protegees, and that mentors supported protegees only on request. The result was too little direction and guidance for beginning teachers. It is concluded that, especially in the beginning of the induction process, mentors need to take up their role of instructor more explicitly and work out strategies that will guide the beginning teachers in the process of planning and monitoring their own learning. The appendix contains the inventory instrument. (Contains 26 references.) (JLS)

ED 400 242 SP 036 965

West, Daniel J.; Watson, Diane E.
Using Problem-Based Learning and Educational Reengineering To Improve Outcomes.
PUB DATE- Jun 96
NOTE- 13p.; Paper presented at a conference of the National Center on Postsecondary Teaching, Learning, and Assessment, "What Works II: Postsecondary Education in the 21st Century" (State College, PA, June 21-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; *Adult Learning; Allied Health Occupations Education; Andragogy; *Curriculum Design; Graduate Study; Health Occupations; *Health Personnel; Higher Education; *Masters Programs; Outcome Based Education; School Business Relationship; *Teaching Models
IDENTIFIERS- *Problem Based Learning; *University of Scranton PA

This paper proposes an alternative approach to the traditional education paradigm that has prepared students for the old health care environment. In a changing health care environment, problem based learning (PBL) is achieving popularity primarily because educational outcomes parallel the skills and abilities desired of future clinicians and administrators. It is proposed that PBL strategies be woven into a core curriculum to meet accreditation criteria and simultaneously increase students' self-directed learning. The PBL model, such as that adopted by the graduate program in health administration at the University of Scranton (Pennsylvania), is an androgogical model that uses an understanding of the characteristics of the learner to: (1) construct opportunities for interactive and cooperative learning; (2) develop specific skills and competencies; and (3) create a realistic context within which new skills and abilities can be developed, implemented, reinforced, and refined. An action-oriented approach with feedback and greater student involvement leads to a self-directed program. This focus on the learner enables faculty, with a well designed curriculum, to foster life long learning and self-development while preparing students for a changing environment. (JLS)

ED 400 243 SP 036 966

Ginns, Ian S.; Watters, James J.
Experiences of Novice Teachers: Changes in Self-Efficacy and Their Beliefs about Teaching.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

pupil enrollment of the system. Tables 1 and 2 show the mean, median, and range of the lowest and highest salaries paid to principals. Tables 3 and 4 present the same information for assistant principals. Table 5 gives the mean, median, and range of the lowest salaries paid to principals stratified by per pupil expenditure of the system. Table 5 provides this information for the highest salaries paid to principals, and tables 7 and 8 give the same information for assistant principals. Table 9 shows trends in the salaries paid principals and assistant principals in four different enrollment strata. Chart 1 illustrates the 10-year trend in percent change in average salaries, and Chart 2 presents the mean of average daily salaries paid principals in 1994-95. Chart 3 contains this information for assistant principals. (Contains three charts and nine tables.) (SLD)

ED 400 261　　　　TM 024 411

Niguidula, David
The Digital Portfolio: A Richer Picture of Student Performance. Studies on Exhibitions (No. 13).
SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- Oct 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; Educational Innovation; *High Schools; High School Students; *Hypermedia; Performance Based Assessment; Pilot Projects; *Portfolio Assessment; Portfolios (Background Materials); Self Evaluation (Individuals); *Student Evaluation; Writing Evaluation
IDENTIFIERS- *Alternative Assessment; Coalition of Essential Schools; Large Scale Assessment

As portfolios gain currency as an assessment alternative to report cards and transcripts, many schools are beginning to use them to get a more accurate idea of students' capabilities. The Exhibitions Project at the Coalition of Essential Schools (Brown University) is developing a way to address problems associated with large-scale use of portfolios. The Digital Portfolio is a computer-based tool for what the Project terms "planning backwards," or considering what a graduate should know and how the school can arrange its system to inform the graduate. The Digital Portfolio is a hypermedia document students can use to construct a portfolio by filling computerized "folders" of stated goals and establishing a longitudinal record of student achievement. The Digital Portfolio is being pilot tested in Eastern High School, Jefferson County (Kentucky) and Thayer High School, Winchester (New Hampshire). At Eastern High School, members of the senior class are putting portfolios together, but at Thayer the portfolio protocol has been articulated for the entire school. Work at these two schools is helping define some of the issues of implementing the Digital Portfolio, including the time and space requirements to put them together and the technical requirements for maintaining them. (Contains 11 figures.) (SLD)

ED 400 262　　　　TM 025 143

Sternberg, Robert J.
For Whom Does "The Bell Curve" Toll"? It Tolls for You.
PUB DATE- 16 Jun 95

ABC of Esperanto, also provided in English; vocabulary lists; common expressions; language rummy game; phrases for translation; notes on testing at different proficiency levels; notes on corresponding with pen pals; a list of false cognates with English; and a brief article in Esperanto. (MSE)

ED 399 819 FL 024 148

Lengeling, M. Martha
The Use of Portfolios for Teacher Evaluation.
PUB DATE- Mar 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Faculty; College Students; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Graduate Students; Higher Education; Majors (Students); *Mentors; *Portfolio Assessment; Portfolios (Background Materials); Second Languages; *Student Evaluation; *Teacher Evaluation; *Teacher Supervision

A discussion of the use of portfolios for teacher evaluation reviews common uses of portfolios in higher education and offers suggestions for portfolio construction. It is noted that portfolios are frequently used for evaluation of both learner and teacher performance, as a means of documenting an individual's capabilities and skills. Some applications include: student and professional use of collections of work in the fine arts; student use to document learning in subject areas at all educational levels and in teacher education; as a means of assessment, in lieu of traditional comprehensive examinations, at the end of a master's degree program; for assessment of language majors' accomplishment of specific educational objectives; and as an alternative to conventional supervision of teachers. When used by teachers, portfolios promote reflective thinking on teaching practice. Despite initial skepticism, teachers and administrators often find them useful. Use of mentors is strongly recommended to guide teachers in portfolio construction. Other desirable factors include administrative support, collaboration among teachers experienced with portfolios, teacher workshops in their use, communication, availability of a variety of examples of portfolio types, implementation without pressure, and clearly defined guidelines. Six steps in portfolio construction and use are outlined. (MSE)

ED 399 820 FL 024 149

Liao, Xiaoqing
Developing Awareness of Cross-Cultural Communication.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Training; Educational Objectives; English (Second Language); Foreign Countries; Instructional Materials; *Intercultural Communication; Language Role; Language Usage; Second Language Instruction; *Second Languages; *Sociocultural Patterns

assessment. Sixty-eight percent of the institutions responded, disclosing that: (1) more than half do not have an institution-wide plan for outcomes assessment though more than one-third have had such a plan for 3 or more years; (2) most institutions with a plan incorporate direct measures of institutional effectiveness, but few emphasize direct measures of teaching and learning; (3) the majority of institutions without a plan have completed no more than two or three of the nine steps considered prerequisite to developing a plan; (4) faculty and academic administrators tend to be involved in, respectively, developing assessment plans and continuous administration of those plans; (5) faculty resistance and a lack of sufficient human and financial resources are the chief barriers to implementing new assessment activities or sustaining existing initiatives; and (6) the Commission could be most helpful by publishing guidelines and conducting workshops and seminars to provide examples of effective assessment programs and strategies. (Author/MAH)

ED 399 840 HE 029 435

Fieweger, Margaret
Assessment and the Culture of Evidence It Provides for the University's Internal and External Publics: A University Administrator's Viewpoint.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Outcomes Assessment; *Diffusion (Communication); *Educational Assessment; *Evaluation Methods; Evaluation Utilization; Faculty; Governance; Higher Education; Multicampus Colleges; Participative Decision Making; Policy Formation; Program Evaluation
IDENTIFIERS- *California State University Northridge

This paper describes how the Northridge campus of California State University incorporated academic program assessment into its regular practices using opinion leaders, diffusion methods, and collaboration between faculty and administration. Elements of the assessment program included: (1) appointment of an assessment coordinator; (2) high priority given to assessment; (3) periodic visits with academic deans; (4) assessment discussions involving various constituencies in the University; (5) revision of the program review process to include assessment findings; (6) program implementation which creates a need for assessment information; (7) an assessment policy; (8) high status given to assessment by governance; (9) faculty incentives for assessment; (10) incorporation of assessment in important faculty initiatives; (11) incorporation of assessment in administrative initiatives; (12) use of outside experts to share assessment information with campus communities; and (13) serendipitous internal and external forces for assessment. (MAH)

ED 399 841 HE 029 436

Indicators of Institutional Mission. Who Enters? Progresses? Pays? No. 1, 1995.
PUB DATE- 95

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Eligibility; Financial Needs; Grants; Higher Education; *Need Analysis (Student Financial Aid); Parent Financial Contribution; *Parent Role; *Paying for College; Scholarships; Student Costs; *Student Financial Aid; Student Loan Programs; Work Study Programs

This brochure suggests steps students and parents can take to secure financial aid for higher education. The document contains six sections which cover: (1) types of aid available, including grants and scholarships, work-study programs, and loans; (2) determination of aid eligibility, a process including a demonstration of financial need (or merit for some scholarships), possession of a high school diploma or a General Education Development certificate, enrollment in an eligible degree or certificate program, being a U.S. citizen or eligible noncitizen, having a valid social security number, and registering with the Selective Service, if applicable; (3) the search for financial aid, a process which encompasses becoming familiar with the details of financial aid and the application process, determining the total costs of each college to which the student has applied, ascertaining eligibility for merit-based aid, submitting aid applications in time, and exploring as many sources of aid as possible; (4) individuals and organizations that are good sources of information, such as libraries, school counselors, state financial aid offices, employers, and college financial aid officers; (5) national information centers; and (6) print sources of information. (CK)

ED 399 861 HE 029 496

Shires, Michael A.
The Future of Public Undergraduate Education in California.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Change Agents; Change Strategies; College Students; *Economic Factors; *Educational Demand; Educational Finance; Educational Planning; *Educational Supply; Enrollment; Financial Problems; Higher Education; Long Range Planning; *Public Colleges; Retrenchment; State Colleges; State Programs; State Universities; Tables (Data); *Undergraduate Study
IDENTIFIERS- Baseline Statistics; *California

This report investigates whether the state of California can return to the levels of access to higher education envisioned in its Master Plan adopted in 1960. Chapter 1 is an introduction which discusses the state's commitment to access, the structure of the educational sector under the Master plan, the effects of the recession of the early 1990s on state finances, and the approach and organization of this report. Chapter 2 focuses on the decrease in the number of students

or the Institution? Toward an Explanation of the High and
Persistent Rate of Attrition.
PUB DATE- 9 Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American
Education Research Association (New York, NY, April 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Opinions/Personal Viewpoints/Position Papers/Essays
(120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Persistence; Educational Innovation;
*Educational Philosophy; Enrollment Management; *Graduate
Students; Graduate Study; Higher Education; *School Holding
Power; *Student Attrition; Theory Practice Relationship
IDENTIFIERS- University of Maryland College Park

Graduate schools have responded to the problem of graduate student attrition by placing greater emphasis on selection, assuming that better, more informed admission decisions would result in declining attrition. Yet the problem persists, and the question arises as to whether attrition is due to individual characteristics of graduate students or to factors inherent in the structure and process of graduate education. This paper argues that attrition has less to do with what students bring to the university than with what happens to them after they have been admitted. It develops a social-structural explanation for persistent high attrition rates and why graduate schools have not developed effective solutions by bringing together attribution theory from social psychology (Jones & Nisbet, 1971; Ross, 1978); exit, voice, loyalty, and neglect theory from political economy (Hirschman, 1970); and the theory of greedy institutions from sociology (Coser, 1974). Graduate schools need to focus on the social forces which lead to atomism and pluralistic ignorance among students, forces which divide and isolate them from each other and from faculty, and which stifle voice and allow students to exist in silence. (Contains 24 references.) (Author/MAH)

ED 399 879 HE 029 514

Leed, Arthur
Campus Life and Government Investigations.
PUB DATE- 19 Jun 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- Agencies; Compliance (Legal); Confidentiality;
Disclosure; *Government School Relationship; Higher Education;
*Information Management; *Information Policy; *Investigations;
Law Enforcement; *School Attitudes; Student Records; User Needs
(Information); User Satisfaction (Information)
IDENTIFIERS- Department of Education; Department of Labor; Family
Educational Rights and Privacy Act 1974; Federal Bureau of
Investigation; Immigration and Naturalization Service; National
Collegiate Athletic Association; Office of Federal Contract
Compliance Programs; United States Information Agency

As more government agencies request information and records from colleges and universities, it is important that all institutions establish standard procedures for handling such requests. Administrators should: learn the personality of the

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Teachers; Career Choice; Demography; Education Majors; Faculty Mobility; Higher Education; Minority Group Teachers; *Preservice Teacher Education; Statistical Analysis; *Teacher Background; *Teacher Characteristics; *Teacher Competencies; Teacher Education Programs; Teacher Morale; Teacher Persistence; Teacher Qualifications; *Teacher Supply and Demand; Teaching Experience; Trend Analysis
IDENTIFIERS- *Baccalaureate and Beyond Longitudinal Study (NCES)

This study used data from the ongoing Baccalaureate and Beyond Longitudinal Study to examine college graduates' preparation for and entry into teaching, as well as their movement into and out of the profession over time. Text, seven figures, and 15 tables detail the data on the "teacher pipeline"; examine who enters it (such as race/ethnicity and gender); provide data on undergraduate academic experiences of teachers including major field of study, type of postsecondary institution attended, college entrance examination scores and grade point averages, and undergraduate and advanced course taking; and also look at early teaching experiences. The report reaches the conclusion that graduates who enter the teacher pipeline differ both demographically and academically from those not in the pipeline, and notes that these differences have tended to overshadow differences among types of teachers. The report lays the groundwork for future studies analyzing persistence in teaching, and voices the hope that further development of empirical criteria will allow better evaluation of teacher postsecondary education and teacher professional development. Statistical data are presented in 27 compendium tables. Also included are two appendixes: one a glossary that defines the variables, and the other containing technical notes and explaining the methodology. (CH)

ED 399 899 HE 029 535

Barbett, Samuel; Korb, Roslyn A.
Current Funds Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1986 through 1994. E.D. TABS.
PUB DATE- Sep 96
NOTE- 61p.; For the FY 85-93 report, see ED 386 116.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Analysis; *Educational Finance; *Expenditures; Higher Education; *Income; Longitudinal Studies; National Surveys; Nonprofit Organizations; Private Colleges; Public Colleges; State Colleges; Statistical Analysis; Two Year Colleges; Universities
IDENTIFIERS- *Higher Education General Information Survey; *Integrated Postsecondary Education Data System

This report contains 34 tables of revenue and expenditure data for the nation's accredited institutions of higher education for the 9-year period from fiscal year 1986 (FY86) through fiscal year 1994 (FY94). Data are from the Integrated Postsecondary Education System and the Higher Education General Information Survey. Tables cover: revenue and expenditures, by source and purpose, for FY86 through FY94; by source, purpose, and level of control for FY94 for all and for private nonprofit institutions; by source and purpose for FY90-FY94 for private nonprofit institutions; by selected categories and state, and by percentage distribution for FY94 for all, for public 4-year and 2-year, and for private and private nonprofit 4-year institutions; a comparison of FY93 and FY94 total revenues and expenditures in current dollars and by state for all, for

NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Faculty; *College Students; Compliance (Legal); Cost Estimates; *Crime Prevention; Disclosure; Drinking; *Federal Legislation; *Freedom of Information; Government Role; Higher Education; Illegal Drug Use; Information Dissemination; *Law Enforcement; Rape; Recordkeeping; Safety; *School Security; Stealing; Student Rights; Violence
IDENTIFIERS- Department of Education; Higher Education Act 1965; *Student Right to Know and Campus Security Act; Weapons

This report to accompany House Resolution 470 expresses the sense of Congress that the Department of Education should play a more active role in the monitoring of and enforcing compliance with the Higher Education Act of 1965 related to campus crime. The report makes reference to the Campus Crime and Security Awareness Act, enacted as part of the Student Right-To-Know and Campus Security Act, a law requiring any institutional recipient of Title IV student aid to report to students, faculty, and prospective students on the number of crimes in the categories of murder, sex offenses, robbery, aggravated assault, burglary, and motor vehicle theft as well as arrests for liquor-law violations, drug-abuse violations, and weapons possessions. House Resolution 470 supports improving and ensuring compliance with the Campus Security Act in order to protect students from crime on college campuses. An estimate of the costs of implementing this legislation has been received by the appropriate House committee. (CK)

ED 399 918 HE 029 554

Connor, H.; And Others
University Challenge: Student Choices in the 21st Century. A Report to the CVCP. Report 306.
PUB DATE- 96
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; Change Agents; *Change Strategies; College Graduates; College Students; Data Collection; Demography; *Diversity (Institutional); Educational Demand; Educational Planning; *Educational Policy; Educational Quality; Employer Attitudes; *Employment Opportunities; Enrollment Rate; *Enrollment Trends; Females; Foreign Countries; Futures (of Society); Higher Education; Interviews; Literature Reviews; Minority Groups; Socioeconomic Status; *Trend Analysis; Universities
IDENTIFIERS- Diversity (Student); *United Kingdom

This report presents an analysis of data on student trends in higher education (HE) in the United Kingdom for the Committee of Vice Chancellors and Principals (CVCP) of UK universities. It is based on research including a review of the literature, interviews in a sample of 14 universities to investigate individual institutional trends, consultations with policy and professional bodies on student participation and demand for graduates; and an assessment of likely future changes in student numbers over the next decade. Among findings highlighted are: (1) a 54 percent increase in the number of students between 1989 and 1994; (2) underrepresentation of women in science and engineering, of students from low literature, it is still difficult to judge which books are acceptable. It is important to find books that pose the issues for children in terms meaningful to them in their world. (Contains 17 references.) (SWC)

ED 399 936 IR 056 051

Webb, Jean A.
The Politics of Children's Literature.
PUB DATE- 93
NOTE- 7p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Books; *Childrens Literature; Child Role; Decision Making; Elementary Education; Elementary Secondary Education; Foreign Countries; Government Role; Library Funding; *Politics; Publishing Industry; *Reading Material Selection; Selection Tools; *Student Empowerment
IDENTIFIERS- Barriers to Participation

Politics and children's literature would seem to be two areas of thought which are incompatible; politics being the administration of power, control, government, and regulation, and children's literature embodying the freedom of the imagination at a period in life described as "literary innocence." Embedded political perspectives, whether religious, social, or gender based, affect the selection and availability of children's literature. The paper discusses the following issues and their political effects on children's literature: the nature of the publishing industry; opportunities for new writers; marketing trends; foreign children's books and related language and cultural translation issues; matching of illustrations with text; independent book production units; book selection; government reading lists; school library funding and quality of maintenance; and the lack of ability for children to make their own reading selections. The paper also describes a pilot research study which looked at the way 5- to 6-year-old and 10- to 11-year-old children select books, their knowledge about books, and what qualities they value and like in books. The dream is a democratic approach to book selection, and giving children a voice in the complex world of children's literature. (SWC)

ED 399 937 IR 056 052

Saad, Mohd Sharif Mohd
History, Dreams and Reality: Storytelling Programs in Malaysia.
PUB DATE- 93
NOTE- 14p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Education; Drama; *Educational Strategies; Foreign Countries; History; Library Funding; Library Role;

the new library program, teachers and the school library media specialist planned research projects, booktalks, story time, and thematic units together. The most difficult part of any library program is evaluation because achievement of certain skills is not immediate. The program must now be monitored on an ongoing basis to assure continuous improvement in order to provide the best service for patrons. (AEF)

ED 399 954 IR 056 070

Haycock, Ken

Research in Teacher-Librarianship and the Institutionalization of Change.

PUB DATE- Feb 95

NOTE- 11p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Change Strategies; Communication (Thought Transfer); Elementary Secondary Education; Foreign Countries; Librarian Teacher Cooperation; *Library Development; *Library Services; Program Development; Public Libraries; Qualifications; Research; *School Libraries; Staff Development

IDENTIFIERS- *Teacher Librarians

This review focuses on characteristics of effective school library programs which significantly affect student achievement and which have the support of educational decision-makers. In schools with good resource centers and the services of a teacher-librarian, students perform significantly better on tests for basic research skills. The evidence is similarly clear that more reading is done where there is a school library and a teacher-librarian. School resource centers with full-time teacher-librarians even contribute to the development of positive self-concepts. The role of the teacher-librarian requires clarification if there is to be any improvement in existing programs. Teacher-librarians must have teaching qualifications and classroom experience prior to further education and training. The development of student competence is most effective when integrated with classroom instruction through cooperative program planning and team teaching by two equal partners--the classroom teacher and the teacher-librarian--yet communication is often lacking. There is also evidence that there are benefits to students when school and public libraries cooperate, yet public librarians and school librarians communicate very little. The research literature provides considerable evidence and guidance as to what constitutes effectiveness in the implementation of any desired change. A district policy to guide and support implementation and a district plan for a structured process can prove helpful. The implementation of change requires persistent advocacy and continual leadership and school support. With successful programs in place, teacher librarians can then assume more responsibility for writing about their role and about collaboratively planned programs for professional journals read by teachers and administrators. (Contains 88 references.) (AEF)

ED 399 955 IR 056 071

Goldberg, Martin

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Book Reviews; *College Role; *Community Colleges; Criticism; *Institutional Mission; *Instructional Effectiveness; Organizational Change; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Diverted Dream (The)

In their book, "The Diverted Dream," Brint and Karabel describe the growth of the American community college movement from 1900 to 1985 and claim that the colleges no longer act as stepping stones to four-year colleges and universities. Instead, the authors claim, the colleges are vocationalizing curricula and focusing on preparing students for work, thus limiting their opportunities for advancement in American society. The book provided historical research and a case study of Massachusetts community colleges to show that the community college used an institutional model, rather than a consumer's choice or business model, to transform into predominantly vocational schools and that this model was strongly influenced by college leaders seeking a niche for the colleges in higher education. While the book received both favorable and negative reviews, the most laudatory were written by social science researchers, citing the book's well-researched history and placement of the colleges within an institutional context. Reviews written by vocational advocates and community college personnel tended to challenge the authors' conclusions, arguing that the institutional samples used in the analyses were too limited or not representative. Regardless of the different reactions, the book presents an important challenge to college leaders to establish sound measures of effectiveness and begin collecting solid data on college outcomes. Contains 10 references and a list of 17 reviews of the book. (AJL)

ED 399 975 JC 940 410

Iowa's Tech Prep Model: Issues/Model Components/"Patterns of Evidence." Revised.
PUB DATE- 95
NOTE- 91p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (PL 101-392).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; Education Work Relationship; High Schools; Models; Program Design; Program Effectiveness; *Program Implementation; State Programs; *Statewide Planning; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Iowa

Developed by the Iowa Department of Education, North Iowa Area Community College, and Hawkeye Community College (Iowa), this booklet presents the tech prep model for articulation efforts among all educational entities, business, industry, labor, and communities in Iowa. Following a list of committee members working on the model and graphs of the model's components, the mission of Iowa's Tech Prep program is presented. Descriptions are then provided of the following components of the tech prep model: collaboration; school-to-work transition; articulation; life-long learning and providing students with adaptive skills; integration of technical and academic curricula; increased educational and career options; business, industry, and labor involvement; worksite-based learning; life and job skills; applied and contextual learning; technical and academic competence; staff development; career education, cultural educational process, colleges should try to find the right balance of technology-based and faculty-based instruction. Although new technology may provide access to more individuals to instruction or communication, it may also create more disadvantages for those students in economically depressed areas and those who have never been exposed to computer technology prior to entering college. Innovative solutions to the issues presented by the adoption of new technologies include the creation of committees to oversee technology spending and instituting a student technology fee to cover costs associated with continual upgrading. (TGI)

ED 399 993 JC 960 585

Excellence and Accountability Report.
PUB DATE- 1 Sep 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Faculty; *College Outcomes Assessment; Community Colleges; Financial Support; *Institutional Characteristics; *Institutional Mission; Mission Statements; *Organizational Objectives; Outcomes of Education; *School Effectiveness; School Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- Atlantic Community College NJ

This document provides an accountability report for New Jersey's Atlantic Community College (ACC) for fiscal year (FY) 1995. Following ACC's mission statement, 11 institutional goals are presented for FY 1995, with each goal including a list of specific institutional objectives to be undertaken or completed during the year. Next, benchmarks of achievement are provided for each institutional goal, describing specific activities completed by individual departments or units. Indicators of institutional effectiveness for FY 1995 are then presented, including data on the following: (1) student goal attainment, related to access to postsecondary education, completion, transfer, participation in the student activities, and access for ethnic minorities and females; (2) ACC faculty characteristics and vitality; (3) affordability and financial aid received by students; (4) student satisfaction with academic areas, student services, and institutional resources; (5) the measure that ACC meets New Jersey's educational needs, including initiatives related to continuing and career education and partnerships with educational institutions and business; (6) graduate placement; (7) alumni satisfaction; (8) the degree to which ACC provides a return on investment through workforce development, charitable events, and improvement projects; (9) degree and program offerings; and (10) ACC's Board of Trustees. Appendixes provide data on the number and percentage of degrees awarded by academic discipline, FY 1992 to FY 1996; a list of ACC cultural events, July 1994 to June 1995; and articulation agreements for 1995. (HAA)

ED 399 994 JC 960 588

A Report of Statistical Indicators in Selected Areas at Tyler Junior College.
PUB DATE- 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

participants were given a test which asked them to obtain an updated list of the subscribers to the course mailing list, determine the participation of subscribers, and e-mail individuals who had not participated in the past 24 hours. Of the 15 faculty members who committed to the training program, 8 completed it, allowing the new certificate to be implemented on schedule. (TGI)

ED 400 011 JC 960 610

Bailey, Pamela B.
Delaware Technical & Community College Strategic Plan, 1996-2000.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Distance Education; Educational Environment; *Educational Finance; Educational Needs; Educational Trends; Institutional Advancement; *Organizational Objectives; Partnerships in Education; Program Development; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Delaware Technical and Community College

This document provides the strategic plan for Delaware Technical and Community College for 1996-2000, reviewing trends, college goals, and outcome measures for five key areas of college operation. The first section addresses college resources, projecting a 3% average increase in funding over the next 5 years and highlighting college goals related to preparing a 5-year revenue and expenditure forecast and developing an institutional advancement plan. Next, educational programs are addressed, indicating that jobs are becoming increasingly technical and service-oriented and describing such goals as updating technology programs to include skills needed by employers and establishing curricular linkages between corporate and community training. Trends, goals, and outcomes related to educational innovation are then addressed, suggesting that innovations in telecommunications and fiber-optic networks will change society and education and reviewing goals related to developing student skills in accessing, retrieving, and integrating information electronically; developing a new distance education plan; and establishing an adequate distance education infrastructure. The next section focuses on a supportive college environment, as the student body becomes more diverse. Goals described for this area include diversifying instructional methods and integrating multicultural and global awareness into the curriculum. Finally, issues related to college partnerships are reviewed, since lifelong learning and the attainment of higher education are increasingly necessary to maintain worker employability. Goals described for this area include developing 4 2 programs with high schools and expanding articulation programs with senior institutions. (HAA)

ED 400 012 JC 960 611

Amick, Margaret G.
Developmental Education Student Retention Tracking System. Instructional Booklet. Revised.
PUB DATE- 10 Sep 96
NOTE- 55p.
LANGUAGE- English

budgeting, communication, instruction, scholarship, public service, and faculty development; (7) a 1994 proposal for a reorganization of NMSU-C's academic program; (8) a standard syllabus format, prepared in response to NCA concerns; (9) a 1994 NMSU-C advisory board meeting agenda and a sample articulation agreement; (10) a list of expected graduate outcomes; (11) the college vision statement; (12) organizational charts; (13) a student success flow chart; (14) a new student orientation guide, prepared in fall 1994; (15) a 1994 campus security bulletin; (16) a description of NMSU-C advisory committees; (17) a college wellness plan and brochures; and (18) data on learning assistance center participants from 1981 to 1995 statistics. (TGI)

ED 400 029 JC 960 639

Cowen, Sonia, S., Ed.
New Mexico State University at Carlsbad Report, Book Four: Plan for Assessing Student Academic Achievement.
PUB DATE- Jan 95
NOTE- 223p.; For all five volumes of this report, see JC 960 636-640.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); *College Outcomes Assessment; College Planning; Community Colleges; Course Evaluation; *Evaluation Methods; Program Evaluation; *Self Evaluation (Groups); Student Evaluation; Two Year Colleges
IDENTIFIERS- New Mexico State University Carlsbad

Prepared as Book Four of a focused evaluation report submitted to the North Central Association, this document provides a plan for assessing student academic achievement at New Mexico State University's two-year branch campus at Carlsbad. First, a narrative is provided describing the plan and its role in overall institutional assessment and detailing its three major components: (1) data on institutional outcomes; (2) on occupational, general education, or transfer programs; (3) and on individual courses. The narrative also describes methods used to collect information, including pre-enrollment assessment and tracking transfer, employment, and licensure outcomes to gather institutional data; tracking enrollment trends, equipment needs, cost effectiveness, and full-time faculty recommendations for program outcomes; and pre-course assessments of student expectations, writing evaluations, and standardized tests for course outcomes. The bulk of the report then provides 18 appendixes providing organizational charts of institutional assessment; institutional intake, continuing, and follow-up survey instruments; placement test cut scores; a student placement waiver form; data on developmental versus non-developmental student outcomes and general program outcomes; a description of program clusters; a timeline for assessing graduates; a summary of graduate outcomes by program; a chart of achievement criteria for graduates; sample program review forms; a faculty assessment activity list; assessment forms for individual courses; college vision statements; descriptions of desired graduate outcomes and defining characteristics; and a description of campus-wide initiatives from 1993. (HAA)

ED 400 030 JC 960 640

Cowen, Sonia S.

witnesses. (KDFB)

ED 400 047 PS 024 515

Gordon, Kimberly A.
Infant and Toddler Resilience: Knowledge, Predictions, Policy, and Practice.
PUB DATE- Jun 96
NOTE- 15p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Development; Caregiver Child Relationship; *Child Development; Family Environment; Infants; Locus of Control; Personal Autonomy; Personality; *Personality Traits; *Policy Formation; Toddlers
IDENTIFIERS- Habits; *Resilience (Personality)

Resilience is the ability to thrive, mature, and increase competence in the face of adverse circumstances. Recent research has uncovered personal and environmental characteristics that contribute to resilience during infancy and toddlerhood, as well as characteristics that predict resilience in later years. Resilient infants and toddlers are energetic, socially responsive, autonomous, demonstrative, tolerant of frustration, cooperative, and androgynous, among other characteristics. Their environment includes a strong caregiver-child bond, nurturance, responsiveness, and ample exploration time. Two longitudinal statistical studies, one on the prediction of future resilience from infant and toddler characteristcs, and the other on the prediction of adulthood resilience from earlier life phases, indicate that an internal locus of control and strong social skills during infancy relate to later resiliency, as do social support of the mother, and caregiver characteristics such as education level, self confidence, and coping style. These findings are important for policy makers and caregivers alike. Suggestions for policies and practices that encourage resilience development include providing social support for the family (such as on-site day care, flexible leave-time, and volunteer efforts), fostering an internal locus of control and sense of autonomy, modeling androgyny, and improving caregiver education. (Contains 12 references.) (MOK)

ED 400 048 PS 024 518

Evans, Dolores A.
The Effect of Student Mobility on Academic Achievement.
PUB DATE- 30 Jul 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Grade 6; Intermediate Grades; Mathematics Achievement; *Mobility; Reading Achievement; *Relocation; *Student Mobility; *Transfer Students
IDENTIFIERS- Illinois (Chicago Metropolitan Area); *Iowa Tests of Basic Skills

The impact of mobility on academic achievement has been the focus of many studies. The findings are generally consistent and child care programs; (2) "Regionalization of Services," including technical assistance and program evaluation activities; (3) "Special Projects," including technical assistance projects, parent and family training projects, research and development projects, and personnel training projects; and (4) "Highlights and Major Accomplishments," including collaborations and connections, along with award recipients. Appendices include biographies, staff directories, advisory committee members, publications, and funding data. (BGC)

ED 400 066 PS 024 566

Field, Harriet
A Wholistic Approach to Conflict Resolution.
PUB DATE- 12 Apr 96
NOTE- 15p.; Paper presented at the Association for Childhood Education International Conference (Minneapolis, MN, April 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregivers; Communication Skills; *Conflict Resolution; *Crisis Intervention; Curriculum Development; Day Care; Early Childhood Education; *Educational Environment; Foreign Countries; *Holistic Approach; Interpersonal Communication; Social Behavior; Social Development; *Student Centered Curriculum; Teacher Participation; Teacher Role
IDENTIFIERS- *Child Centered Education; Crisis Management; Nonviolence; Peer Mediation

Conflict, as a natural part of daily life is to some extent inevitable in all child care centers. Children need to develop effective strategies to deal with conflict, and educators need to reduce the amount of conflict present in the total child care environment. Two roles early childhood educators can play in encouraging conflict resolution are (1) to assist children in developing conflict resolution skills and (2) to implement peace and conflict education curricula in the classroom. The wholistic approach to conflict resolution goes beyond these two child-centered approaches to include the administrative, parental, and teacher dimensions of conflict. This paper discusses several approaches to conflict resolution and includes the following sections: (1) "The Child Centered Approach," including individual negotiation and development of a conflict resolution curriculum from a global perspective; (2) "The Wholistic Approach," encompassing both children's and adult's conflicts in early childhood settings, and asserting that critical reflection on all the patterns of conflict is necessary to a peaceful child care environment; (3) "The Child-Centered/Wholistic Link," including a conflict scenario along with a discussion of crisis management and prevention; and (4) "Constructive Communication: The Key to Wholistic Conflict Resolution," outlining Virginia Satir's (1988) theory of communication styles--placater, blamer, distracter, computer, and negotiator. The paper concludes by noting that the wholistic approach to conflict resolution can best be achieved through implementing the negotiator communication style and that effective negotiation between early childhood teachers, administrators, parents, and children is essential to building high-quality child care programs. (BGC)

ED 400 067 PS 024 568

ED 400 083 PS 024 598

Levy, Alison

Children's Understanding and Attitudes about People from Other Countries.

PUB DATE- Apr 96

NOTE- 23p.; Paper presented at the Association for Childhood Education International Conference (Minneapolis, MN, April 10-13, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Bias; Childhood Attitudes; Comparative Analysis; Culturally Relevant Education; Ethnocentrism; Global Education; *International Education; *Kindergarten; *Multicultural Education; Outcomes of Education; Primary Education; Program Effectiveness; Program Evaluation

IDENTIFIERS- Antibias Practices; Cultural Sensitivity; Derman Sparks (Louise); UNESCO

This study compared the impact of an international educational program with that of a multicultural educational kindergarten program. A convenience sample of 13 children participated in a university-based full day international education kindergarten program. Sixteen children from a medium-size seacoast center participated in a multicultural educational kindergarten program. The project-developed picture-based Inventory of Cultural Information and Attitudes was used to measure culturally accurate information, culturally sensitive information, overgeneralized information, culturally insensitive information, and ethnocentric responses. Parents completed a questionnaire regarding cultural influences present in the child's environment, the extent of the child's travel, and if there were international influences in the child's heritage. Results indicated that there was no significant difference on overall culturally accurate information by site or by sex. However, children gave more culturally accurate information for cultures they had studied. Children in the international program used phrases that were more culturally sensitive than children in the multicultural program. All the children overgeneralized information, with international program children overgeneralizing slightly more often. Very few culturally insensitive remarks were made by either group. Boys were more likely to respond in ethnocentric ways than girls. Parent questionnaire scores correlated with children's overall culturally accurate score and their sensitivity score. (Contains 46 references.) (KDFB)

ED 400 084 PS 024 599

Howe, Tasha R.; And Others

Friendship Quality, Sociometric Status, and Loneliness in Abused and Non-Abused Children.

PUB DATE- Jun 96

NOTE- 18p.; Paper presented at the Annual Head Start Research Conference (3rd, June 20-23, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Child Abuse; Childhood Attitudes; *Children; Conflict Resolution; *Friendship; Interpersonal Relationship; *Loneliness; Multiple Regression Analysis; Peer Acceptance; Peer Relationship; Popularity; Predictor Variables; Prosocial books; and (8) keyboard skills. Specific brand name software packages are listed in many of these classification areas. The fourth section of the booklet provides a definition of the Internet and information on its use. The final section provides resource information on educational software distributors, professional journals, monographs, and journals. (SD)

ED 400 101 PS 024 646

Mardell, Benjamin
Helping Preschoolers Become Better Storytellers: A Teacher's Perspective.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Classroom Techniques; *Preschool Children; Preschool Education; *Storytelling; *Teacher Role; Teaching Methods
IDENTIFIERS- Learning Communities; *Story Telling by Children

Good storytellers possess polished presentation skills, own a fundamental tool for understanding the world, and are well prepared to learn to read and write, all of which are important in school. This study systematically documented and analyzed the implementation of a storytelling program in a preschool classroom at a cooperative day care center in Cambridge, Massachusetts. The program had three parts: children listening to adults tell stories, children performing stories in front of their peers, and children meeting with the teacher/researcher to plan out their story performances. The adult stories, children stories, and child-teacher conferences were taped and transcribed, and relevant observations about the children's behavior and parental comments were recorded. The data were coded to describe child-teacher interactions and to discover similarities among stories told during the program. (Results of that analysis were presented in a separate paper.) Interpretation of the program implementation from a teacher's perspective yielded four guiding principles for helping children tell better stories: (1) creating a "community of storytellers" is essential in implementing a storytelling curriculum; (2) adult models of storytelling can be a powerful instructional tool; (3) teachers should take an active role in helping children tell their stories; and (4) there are limits to how much teachers should teach about storytelling. (Contains 9 references.) (EV)

ED 400 102 PS 024 647

Friedman, Mark
A Strategy Map for Results-Based Budgeting: Moving from Theory to Practice.
PUB DATE- Sep 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; *Budgets; *Educational Finance; Models; *Money Management; Organizational Effectiveness; Organizational Objectives; *Program Budgeting; Program Improvement; Statewide Planning; *Theory Practice Relationship; Total Quality

families. Results suggest that although the relationship between income and allowances requires further investigation, the analysis of allowance practices per se is most effectively pursued in families who are able to provide beyond the bare necessities of life. (Contains 16 references.) (MOK)

ED 400 120 PS 024 705

Welcome to School: Questions Parents Might Ask.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 10p.; Multi-colored brochure folded in the shape of a triangle that could serve as a hat (thinking cap?) for a child.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Family School Relationship; *Inquiry; Interviews; Kindergarten; Middle Schools; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Questioning Techniques; School Readiness
IDENTIFIERS- Parent Expectations; *Questions

Intended to foster communication among parents, teachers and school administrators, this brochure presents lists of questions parents may ask concerning school programs and policies, particularly at the beginning of the school year. Questions are organized by different levels of schooling from pre-kindergarten to high school. Pre-kindergarten questions address issues including readiness, accreditation, and transitions. Elementary questions include parent involvement, curriculum and class size issues. Questions for middle schools cover issues involving sex education, drug prevention, mentoring, counseling, and computer use. High school questions cover issues including apprenticeships, guidance and graduation procedures, and options for transitions into the work force or higher education. General questions address school policy issues including homework, testing, safety, absences, and discipline. (AMC)

ED 400 121 PS 024 710

Saint-Jacques, Marie-Christine
Adolescent Adjustment in Stepfamilies: Structural or Process Problem?
SPONS. AGENCY- Ministry of Education, Quebec (Canada).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Aug 96
NOTE- 12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; Anxiety; Family Characteristics; *Family Environment; *Family Structure; Foreign Countries; Personal Autonomy; Sibling Relationship; *Stepfamily; Suicide; Well Being

addition, it appears that there may not be enough job growth in West Virginia to sustain the employment of all high school and postsecondary graduates. The bottom line is that while job holding may be a defendable goal in urban areas, it may not be relevant to the differing nature of "work" in rural areas and can easily become another means for sorting students into vocational and academic tracks. In addition, school-to-work programs encourage students to leave rural areas in search of high-tech, high-paying jobs. In order to preserve rural communities, school-to-work programs need to promote community stewardship and a sense of community among students. Such aims have to do with larger purposes and commitments that are worthy to be the object of true education. (LP)

ED 400 138 RC 020 729

Fant, Hugh J.; And Others
A Proposal To Improve Retention Rates of Culturally Diverse Students in the College and University Setting Using Interpreters, Go-Betweens, and Models.
PUB DATE- Apr 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biculturalism; *College Students; *Computer Uses in Education; *Dropout Prevention; Higher Education; *Mentors; Minority Groups; Multicultural Education; Multimedia Materials; Optical Data Disks; *Student Adjustment
IDENTIFIERS- *Culturally Different Students; Diversity (Student); Student Support Services

Dropout rates at the college and university level are much higher for students of minority cultures than for their majority culture peers. This paper suggests that the "revolving door" scenario of minority-culture college students can be stemmed by the proper use of mentoring. A combination of successful peers (interpreters), university professionals (go-betweens), and community members of the same cultural group (models) could aid these students in becoming bicultural and adept at survival in the majority setting without denying their cultural heritage. The paper also presents descriptions of CD-ROM based technology that would provide a delivery system for this support program. Multimedia mentoring could incorporate photographs, taped interviews, interactive scenarios, and video segments. This would alleviate the need for live interviews and enable a larger pool of mentors to be accessed, including mentors from other campuses. Remedies are suggested that could positively affect the ability of culturally diverse students to remain in college and university settings until graduation. (Author/TD)

ED 400 139 RC 020 730

Rural Development: Steps Towards Realizing the Potential of Telecommunications Technologies. Report to the Committee on Agriculture, Nutrition, and Forestry, U.S. Senate.
PUB DATE- Jun 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Distance Education; Economic Development; *Federal Programs; Information Technology; Long Range Planning; *Rural

unsuccessfully. Teleconferencing has been used successfully, particularly with students with more experience of university course work. Combinations of delivery methods can be the best approach. Difficulties include lack of basic texts, supplies, and reference materials in communities; scarcity of good instructors who can relate to Native people and are familiar with distance education methods; scheduling that accommodates schools, communities, and families; harsh winter weather; and language differences. Teleconferencing success has been enhanced by increased teleconferencing time, prior contact between instructor and students, community contacts and support persons, use of facsimile machines and collect telephone calls to increase student contact, prudent hiring of on-site tutors, use of Native people as resources, and hiring substitutes to cover students' duties in community schools. (SV)

ED 400 155   RC 020 751

Anderson, Terry
Distance Education Delivery Networks: Role in Community and Institutional Development.
PUB DATE- 92
NOTE- 19p.; In: Distance Education and Sustainable Community Development; see RC 020 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Community Centers; Community Development; *Community Education; *Distance Education; *Extension Education; Foreign Countries; Higher Education; *Information Networks; Institutional Cooperation; Linking Agents; Role of Education; Rural Education; Secondary Education; *Teleconferencing
IDENTIFIERS- *Ontario (North)

Contact North is a provincially funded distance education network designed to increase access to educational opportunities for residents of northern Ontario, Canada. Educational needs of this region include basic education and skills, management education for Native communities assuming self-government, and skills and access to communication and information tools that promote community empowerment and self-development. At one level, Contact North operates as an electronically based delivery system for credit and noncredit programming from northern universities, colleges, and secondary schools. Each of 34 community access sites is equipped for teleconferencing and various other modes of delivery. Contact North stimulates and assists educational institutions to add distance education to their traditional delivery models through initiatives such as a fund that supports program development and collaborative projects; professional distance education consultants who act as liaisons with secondary schools, postsecondary institutions, and French and Native communities; development of feedback loops between institutional providers and communities; and support for research and information dissemination. At the community level, Contact North acts as a change agent to facilitate course delivery and nurture a learning culture by establishing community facilities to serve as access sites and learning centers, by training local site coordinators, by providing information and library services to students, by supporting development of interactive technologies, and by promoting distance programming. Appendix lists 12 research studies and conferences supported by Contact North. (SV)

ED 400 176 SE 058 983

Edelman, Jack R.
The Natural Classroom: A Directory of Field Courses, Programs, and Expeditions in the Natural Sciences.
PUB DATE- 96
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Biology; Botany; Ecology; *Field Studies; Geology; Ichthyology; *Independent Study; Indexes; Marine Biology; Microbiology; Minicourses; *Natural Sciences; *Science Education; Science Programs; Seminars; Workshops; Zoology

The purpose of this book is to increase awareness of the numerous seminars, short courses, field courses, workshops, and programs for teachers, students, naturalists, and independent scholars. These programs emphasize the natural sciences including general biology, botany, zoology, ecology, marine biology, ichthyology, microbiology, natural history, and geology. Many of these courses and programs take place during summer vacation and vary in length from several hours to several months. The book is divided into three sections: courses, programs, and expeditions in the United States; international courses, programs, and expeditions; and National Science Foundation Teacher Enhancement Program: U.S. Courses and Workshops. National and international courses, programs, and expeditions are organized by state and country and provide descriptions of curricula, credits, environment, facilities, and application policies. The National Science Foundation Teacher Enhancement Program courses and workshops are organized by state and include contact person information. (DDR)

ED 400 177 SE 058 994

Resource Guide to Careers in Toxicology, 3rd Edition.
PUB DATE- Apr 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Graduate Study; Higher Education; *Postdoctoral Education; *Program Descriptions; *Student Financial Aid; *Toxicology

This resource guide was prepared by the Tox 90's Educational Issues Task Force of the Society of Toxicology. The introduction provides information on the Society of Toxicology and financial support for graduate students in toxicology. Other sections include career opportunities in toxicology, academic and postdoctoral programs in toxicology, and program descriptions. The descriptions of academic and postdoctoral programs in toxicology provide information about the various degrees offered, the physical and academic environment of each program, general prerequisites for admission, typical courses offered in the program, and a brief list of faculty and their research interests. (JRH) too many facts/technical terms to learn, the textbooks are difficult to read, and the students would rather do without the mathematical aspect for it lowers their grades in the subject. The implication of this to the curriculum developers is discussed. Contains 21 references. (Author)

ED 400 200 SE 059 093

Lipke, Barbara
Figures, Facts, & Fables: Telling Tales in Science and Math.
PUB DATE- 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Mathematics Instruction; *Science Instruction; *Story Telling; Teaching Methods

Storytelling is one of the oldest and most powerful teaching and learning methods known. It is the way human beings have communicated information since before written language. In many cultures the storyteller was a wise man or shaman who was responsible for making sure every young person learned the community's knowledge. The storyteller was the teacher. This book stresses that classroom teachers can be storytellers and offers suggestions on how to be a good storyteller. Practical suggestions are offered on how teachers can use storytelling for science and mathematics. Rationale on how storytelling benefits learning and how students can best benefit from storytelling exercises is presented. Included are traditional and original stories to get teachers started, as well as a list of resources and books of stories to adapt for classroom needs. Contains references. (AIM)

ED 400 201 SE 059 105

Planet Hopping: A Gameboard for the Primary Student.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Educational Games; Elementary Education; *Space Sciences
IDENTIFIERS- *Planets

The objective of this board game is for players to travel to all the planets with the winner being the first to return to Earth. Students are required to use their knowledge of the planets for the game. (JRH)

ED 400 202 SE 059 112

Blackwell, Frank F.
Life and Environment. Elementary Science Activity Series.
PUB DATE- 96
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Cooperative Learning; *Ecology; Elementary Education; Environmental Education; *Habitats; *Plants (Botany); Problem Solving; *Science Activities

This document reports on the threat of HIV/AIDS to young people in the United States and proposes ways in which the Federal government could further address the needs of adolescents. Analysis of data gathered from young people affected by the HIV/AIDS epidemic and from professionals engaged in HIV research, prevention, and care revealed several trends: (1) one in four new HIV infections in the United States is estimated to occur among people under the age of 21; (2) HIV/AIDS does not discriminate by gender, geography, or sexual orientation; (3) efforts must be made to communicate to young people that the decisions they make now can affect them for the rest of their lives; (4) unless education and prevention programs are made available and accessible to young people they will continue to be at risk for HIV; (5) the lack of access to HIV counseling and voluntary testing for young people is a major barrier to prevention and treatment; (6) adolescents must become a bigger part of the research process; (7) young people are an important resource in the national response to this epidemic; and (8) the methods and goals established by the Federal government to address the HIV/AIDS epidemic can serve as an example for states, regions, and communities. Sections of the report discuss the AIDS epidemic: prevention; testing, treatment, and care; research; and suggested steps for the Federal government to take to combat the epidemic. (ND)

ED 400 225 SP 036 850

Stahler, Theresa M.
Teachers Look at Goals 2000.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Objectives; Elementary Secondary Education; *Federal Programs; *Federal State Relationship; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Goals 2000; *National Education Goals 1990

This paper describes a project that examined the six national education goals established by the National Governor's Association in 1990 and then included in the Goals 2000 Educate America Act. As part of a graduate seminar, 20 classroom teachers and 1 student teacher undertook to determine if these goals were attainable and how they could best be achieved. Each teacher chose to examine a goal in which he or she possessed expertise, and then worked with colleagues to examine the goal and make it workable. The six goals are presented first in the form developed by the governors, then in the form proposed by the project participants. The proposals made by the teachers rejected what they considered overgeneralized or unrealistic, such as the deadline of the year 2000. The teachers were willing to be held accountable for their students, recognized the need for and were involved in the educational change, had high expectations of themselves and their learners, and placed a high value on being contributing members of society. They stressed a desire to work with others to help their students achieve success in the classroom and in life, and they wanted to be included in decisions that had the potential to impact their classrooms. (ND)

ED 400 226 SP 036 863

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Education; Elementary School Science; Foreign Countries; Science Instruction; *Science Teachers; *Self Efficacy; *Teacher Effectiveness; *Teacher Motivation
IDENTIFIERS- *Australia

The main objective of this study was to explore the experiences of two novice elementary school teachers for factors related to self-efficacy and motivation to teach science. The experiences were analyzed for evidence of: (1) successful performance, vicarious experience, verbal persuasion, and emotional arousal as contributors to the development of science teaching self-efficacy; and (2) links between self-efficacy and the nature and style of science and other programs implemented by each novice teacher. The design was based on qualitative measures using semi-structured interviews conducted at the mid-point and at the end of each subject's first year of elementary school teaching. It was found that the subjects benefited from involvement in a cooperative teaching situation and from a small school environment with a supportive principal. Induction programs that provide this kind of support enable novice teachers to implement worthwhile programs. Teachers who have experienced success and have high levels of self-efficacy should be mentors for novice teachers. It is concluded that if teacher educators, experienced teachers, and school administrators combine their expertise and efforts to foster and develop novice teachers' sense of science teaching self-efficacy, the education system can operate more effectively for the betterment of science education. (Contains 18 references.) (JLS)

ED 400 244 SP 036 968

Allen, JoBeth; And Others
Exploring Blue Highways: Literacy Reform, School Change, and the Creation of Learning Communities.
PUB DATE- 95
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Action Research; *Active Learning; Economically Disadvantaged; Educational Change; *Educational Innovation; Elementary Education; Elementary School Students; Elementary School Teachers; Higher Education; Inclusive Schools; Longitudinal Studies; *Partnerships in Education; *Performance Based Assessment; Portfolio Assessment; Student Attitudes; Teacher Role
IDENTIFIERS- Authentic Assessment; Georgia; *Learning Communities; *Teacher Researchers

This book shows how teacher research and reform can positively change both teachers and students, making them better readers, writers, and learners. Two elementary schools in Georgia, serving students in a poor area that lacks educational resources, are the focus of the Kings Bridge Road Research Team, a group composed of public school teachers, administrators, and university staff. The 11 chapters of this book contributed by members of this team are: (1) "Discovering New Routes to Literacy and Learning" (JoBeth Allen, Frances Hensley, Terry Wood, and Jane Rogers); (2) "Evolving Research Communities" (JoBeth Allen, Marilynn Cary, and Frances

NOTE- 29p.; Elam Lecture presented at the EdPress Conference
(Washington, DC, June 16, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Affirmative Action; *Educational Testing; Ethnic
Groups; Genetics; Gifted; *Heredity; *Intelligence;
Intelligence Quotient; Intelligence Tests; Minority Groups;
*Nature Nurture Controversy; Psychological Testing;
Psychologists; *Racial Differences; Socialization; *Test Use;
Textbook Content
IDENTIFIERS- *Bell Curve (Herrnstein and Murray)

Although British psychologist Francis Galton lost the battle for the definition of intelligence in his own time, his views live on in the work of Richard Herrnstein and Charles Murray. They argue that the Intelligence Quotient (IQ) is an adequate measure of intelligence, and that IQ is highly heritable. They contend that there are racial and ethnic group differences in intelligence, and that these matter for society. They further believe that tests have been and should be a gating mechanism because they tell who will be better and who will be worse in a variety of pursuits. Their ideas, however, deserve more scrutiny than influence. Herrnstein and Murray ignore the large body of research that says IQ is not the be-all and end-all that they make it out to be. They imply that psychologists are in fundamental agreement on what intelligence really is, but, in fact, psychologists continue to debate the nature of intelligence. There are racial differences in IQ, but are these really differences in intelligence? Herrnstein and Murray vastly underestimate the socialization effects of schooling, home, and community. Even if intelligence does have a degree of heritability, as it most likely does, this does not mean that it cannot be increased. It is regrettable that the main message of "The Bell Curve" is so intellectually corrupt, because there are points in the book that are worthy of discussion. These include society's undervaluing of the intellectually gifted, the degrading of textbooks as opposed to the raising of standards, and the failure of affirmative action to accomplish all it promised. (SLD)

ED 400 263 TM 025 181

AlSaleh, Faiqa Saeed, Ed.
Educational Innovations in Bahrain.
PUB DATE- 95
NOTE- 217p.; Data collected by the Working Group for Educational
Innovation Project.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Arabic; *Curriculum Development; Databases;
Educational Administration; Educational Assessment; Educational
Change; *Educational Innovation; Educational Policy; Elementary
Secondary Education; Foreign Countries; Program Descriptions;
Program Implementation; Special Education; *Teaching Methods
IDENTIFIERS- *Bahrain; *Reform Efforts

Information about innovative projects in education in Bahrain is presented in a series of program descriptions collected for the INNODATA Databank of the International Bureau of Education (Geneva), a program of the United Nations Educational, Scientific, and Cultural Organization. The 36 programs are

The relationship between language and culture is examined briefly, and instructional approaches to developing cultural awareness in language students, particularly Chinese students of English as a Second Language (ESL), are discussed. It is noted that effective cross-cultural communication requires an understanding of culture's role in governing appropriate language use, and that cultural errors can have more serious results than linguistic ones. Cultural knowledge affects listening comprehension, oral production, reading, and the accuracy of translation. Major causes of cultural errors are inadequate knowledge of and insufficient exposure to the target culture, and lack of comparative studies of cultures, and cultural awareness must be made a goal of the language curriculum and testing. While traditional second language instructional materials focused on grammar and other linguistic elements, a more culture-based approach to their construction is needed, particularly one reflecting contemporary social and language changes and social language usage. Teachers can promote cultural awareness through cultural comparison, explanation of cultural context for language use, incorporation of cultural topics, visual aids, and use of cultural readings. Teacher familiarity with the target culture is also recommended. (MSE)

ED 399 821 FL 024 153

Lengeling, M. Martha
True Friends and False Friends.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Communication Problems; Contrastive Linguistics; Definitions; *English (Second Language); Error Patterns; Foreign Countries; *Intercultural Communication; *Interference (Language); Language Usage; Second Language Instruction; *Vocabulary Development
IDENTIFIERS- *Cognates

A discussion of cognates in second language teaching, particularly in English as a Second Language (ESL), looks at reasons and methods for teaching both true and false cognates ("friends"). A definition of cognates is offered, and a distinction is made between a cognate and a borrowed word, with examples from several languages. Textbooks' treatment of cognates is examined, and some problems arising from overemphasis on use of true cognates are noted, including potential for stilted language use and the danger of adopting false cognates. It is recommended that the teaching of false cognates be included in ESL instruction, to promote vocabulary development. Techniques include the teacher's development and incorporation into instruction of a collection of false cognates, using standard language exercises and games for identifying false cognates. Examples are offered. Contains six references. (MSE)

ED 399 822 FL 024 155

Lengeling, M. Martha
The Complexities of Evaluating Teachers.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English

NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Graduate Students; Higher Education; In State Students; Institutional Mission; Out of State Students; Race; *School Demography; Sex; State Colleges; State Universities; Statistical Data; *Student Costs; Student Financial Aid; Transfer Students; Tuition; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Virginia

The first of a series of publications designed to answer questions about higher education in Virginia, this booklet presents bar graphs showing data on who enters Virginia's public colleges and universities, what it costs them, and at what rates they progress and graduate. Data reflect what was happening in 1994 or earlier, before Virginia's public colleges and universities undertook significant restructuring efforts, and are intended to provide a baseline from which to measure change. Graphs present data by institution on: (1) average Scholastic Assessment Test score and high school grade point average for first-time freshmen; (2) acceptance rates for freshmen; (3) enrollment rate and domicile of freshmen; (4) freshmen as a percentage of total enrollment; (5) freshmen by race and gender; (6) freshmen at two-year institutions (by race, gender, and full- or part-time status); (7) entering transfer students by domicile, race, gender, and status; (9) first-time graduate students by domicile, race, gender, and status; (10) tracking the class of fall 1992 freshmen through fall 1994; (11) undergraduate costs to attend Virginia's public colleges and universities; (12) graduate costs; (13) first-professional costs; (14) average award and percentage of undergraduate students receiving financial aid; and (15) average award and percentage of graduate and first-professional students receiving financial aid. (DB)

ED 399 842 HE 029 437

The 1996 General Assembly Session. A Summary of 1996 Higher Education-Related Legislation & Appropriations. Staff Technical Report No. 96-01.
PUB DATE- Jun 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decentralization; Educational Finance; *Educational Legislation; Faculty Evaluation; Financial Support; Governance; Higher Education; Librarians; Organizational Development; *State Aid; *State Legislation; State Regulation; Statistical Data; Student Financial Aid; Technology; Technology Education; Tuition
IDENTIFIERS- *Virginia

This is a summary of the 120 bills and resolutions related to higher education and passed by the 1996 session of the Virginia General Assembly. Bills address issues affecting all of Virginia higher education as well as those specifically affecting the Council of Higher Education. Brief summaries of each bill follow a listing of all the higher education bills passed. The summaries are grouped into the following categories: Academic & Student Issues; Bonds, Budgets, and Procurement Issues; Councils, Boards, and Commissions; Decentralization; Technology; Tuition and Financial Aid Issues;

served, the demand for public undergraduate education, and estimation of baseline demand. Chapter 3 discusses the deficit in available spaces for applicants to state institutions of higher education and labels this gap the "access deficit." The chapter also presents projections of the supply and demand implications of the state's expected and optimistic supply scenarios. Chapter 4 discusses the prospects for closing the access deficit, focusing on economic growth, improved efficiency, higher fees and tuition, and the three-year degree. Chapter 5 presents the conclusion that the state of California will not be able to close the access deficits and must reconsider the relationship between the people of the state and the public education enterprise detailed in the Master Plan. Seven appendices present various modeling scenarios to deal with the problems of supply and demand in public higher education as well as an analysis of total public enrollments. (Contains 64 references.) (CK)

ED 399 862 HE 029 497

Gray, Maryann Jacobi; And Others
Immigration and Higher Education: Institutional Responses to Changing Demographics.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Education; Administrator Attitudes; *Change Agents; Change Strategies; College Faculty; College Students; Communicative Competence (Languages); Context Effect; Demography; Educational Planning; *Educational Policy; Eligibility; English (Second Language); Enrollment Management; Extracurricular Activities; Financial Support; Higher Education; *Immigrants; *Institutional Role; School Holding Power; School Responsibility; Standards; *Student Needs; Student Recruitment; Testing
IDENTIFIERS- *Diversity (Student)

This report presents the results of case studies of 14 institutions of higher education regarding the challenges presented by the increase in immigration and the ways in which these institutions respond to the needs of immigrant students. Chapter 1 discusses study goals, access to education, student retention, and academic achievement. Chapter 2 overviews the higher education context, discusses maintaining a balance between access and academic standards, and notes the lack of data about immigrant students. Chapter 3 examines strategies involved in recruiting immigrants, financial aid, and institutional responsibility and policy. Chapter 4 focuses on academic support and retention, including testing, the faculty perspective, language competency, and cultural barriers. Chapter 5 reviews programs of instruction in English as a second language. Chapter 6 discusses extracurricular programs and support services. Chapter 7 presents the following major findings: (1) immigrants were not a targeted population on the 14 campuses studied; (2) respondents believed that immigrants do better than native-born students; (3) there was consistent opposition to the introduction of special support programs targeting immigrants; (4) inadequate language skills were reported as the most outstanding problem of immigrants; and (5) eligibility requirements for admissions and financial aid were particular agency or office making the request; establish a professional, cooperative, non-adversarial relationship; and disagree only when necessary. Requesters and types of questions may include: (1) police/Federal Bureau of Investigation checks; (which tend to be general fishing expeditions): (2) subpoenas and discovery devices (which should be forwarded to the General Counsel's office); (3) student records (for which access is governed by the federal Family Educational Rights and Privacy Act); (4) Immigration and Naturalization Service, United States Information Agency, and Department of Labor (these agencies usually seek data on foreign nationals studying or working at a particular institution); (5) Office of Federal Contract Compliance (which examines a school's equal opportunity compliance); and (6) Office for Civil Rights of the Department of Education (which investigates individual complaints and reviews compliance). The National Collegiate Athletic Organization, a private organization, may also request information from member institutions. (Contains references with sources of further information.) (MAH)

ED 399 880 HE 029 516

Wright, Ian
Critically Thinking about the Textbook.
PUB DATE- Jul 96
NOTE- 17p.; Paper presented at the International Conference on Critical Thinking (16th, Sonoma, CA, July 28-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Decision Making; Elementary Secondary Education; Foreign Countries; Heuristics; Higher Education; *Political Influences; Publishing Industry; *Textbook Content; *Textbook Evaluation; *Textbook Publication; Thinking Skills; Workshops
IDENTIFIERS- Canada

This workshop began with a questionnaire that asked participants: how often in a normal week their students use a textbook; their thoughts on the average percentage of use of the textbook in North American classrooms; what a student would be likely to reply if asked whether a particular statement in the textbook was true; how a text is chosen for use; and their opinions concerning the use of textbooks to teach critical thinking. Both students and teachers should critically examine textbooks to find their particular worldviews and answers to questions about: (1) who and what was included or omitted; (2) how the book came to be published; (3) author qualifications; (4) content and biases; (5) visuals and their importance to the book; (6) empirical/factual validity; (7) treatment of concepts; (8) value statements; (9) cause and effect statements; and (10) generalizations. Textbook publishers consider some of these questions, as well as the amount of space to be devoted to each topic, book size, print size, readability, diversity in curriculum in different jurisdictions, and other considerations insisted on by Ministries/Departments of Education. The procedure is complex, often controversial, and highly political. The result is a textbook which reflects what is considered worth knowing by those with decision-making power. (MAH)

ED 399 881 HE 029 517

Frost, Peter J., Ed.; Taylor, M. Susan, Ed.

public, for private, and private nonprofit institutions; scholarship and fellowship expenditures for FY91-FY94 in current dollars by source and control; total expenditures and percentage of expenditures for salaries and wages for FY94; revenues and expenditures in current and constant 1994 dollars for FY86-FY94. Also included in the report are a glossary and a survey of the methodology. Two appendix tables provide FY94 survey response rates by sector and state; a third provides Consumer Price Index factors for FY86 through FY94. (CH)

ED 399 900 HE 029 536

Clymer, Ellen Saxe
A Model Master of Science Curriculum for Educators of Health Professionals: Instructional Alternatives, Implementation and Evaluation Plan.
PUB DATE- Jun 96
NOTE- 188p.; Doctoral Dissertation, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Allied Health Occupations Education; Curriculum Design; Curriculum Development; Curriculum Evaluation; *Graduate Study; Higher Education; *Masters Programs; *Medical Education; Professional Education; *Science Curriculum; *Teacher Educator Education
IDENTIFIERS- *College of Osteopathic Medicine of the Pacific CA

The purpose of this applied research project at the College of Osteopathic Medicine of the Pacific (California) was to develop a new curriculum for the Master of Science in Education for Health Professionals program. Seven areas were explored in this study: (1) the learning needs of educators of health professionals; (2) proposed curriculum components; (3) barriers to pursuit of a graduate degree in education; (4) instructional alternatives; (5) available delivery systems to increase program accessibility; (6) an implementation plan; and (7) an evaluation plan. A review of the literature provided a foundation for the study. Methodology included telephone interviews, focus groups, reviews of course offerings and degree requirements, and use of external and internal expert information. The final product, a model curriculum for the Master of Science in Education, was developed following the validation process. Included in the appendixes are the criteria for the study and the model curriculum. (Contains approximately 150 references.) (CH)

ED 399 901 HE 029 537

Barrans, Diane; Forrer, Eric
Frontiers. The Annual Report of the Alaska Commission on Postsecondary Education. Fiscal Year 1995.
PUB DATE- Oct 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance Patterns; Awards; Doctoral Programs; *Educational Finance; Fellowships; Financial Aid Applicants; *Full State Funding; Graduate Medical Education; Graduate Study; Grants; Higher Education; Income Contingent Loans; Longitudinal Studies; Masters Programs; Need Analysis (Student Financial Aid); *Scholarship Funds; State Aid; *Student Exchange Programs; *Student Financial Aid; *Student Loan

socioeconomic backgrounds, of some ethnic groups, and of students with a disability; (3) increased diversity in HE institutions as demonstrated by growth of the further education sector and greater regional focus of many institutions; (4) an ambiguous picture of employers' demands for graduates; (5) wide support from employers and educational and professional bodies for expansion of student intake; and an increasing demand for higher education by a more diverse population. (Contains approximately 200 references.) (CK)

ED 399 919   HE 029 555

Moore, Nelle
Using the Malcolm Baldrige Criteria To Improve Quality in Higher Education.
PUB DATE- May 96
NOTE- 7p.; Paper presented at the Forum of the Association of Institutional Research (Albuquerque, NM, May 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Awards; Business Education; Change Strategies; College Faculty; Educational Planning; Evaluation Criteria; Feedback; Formative Evaluation; *Higher Education; Human Resources; Labor Force Development; *Leadership Responsibility; Long Range Planning; Models; Professional Recognition; *Quality Control; School Administration; *Self Evaluation (Groups); Staff Development; Standards; Student Needs; *Total Quality Management
IDENTIFIERS- *Malcolm Baldrige National Quality Award; New Mexico; *San Juan College NM

This report discusses the Malcolm Baldrige (MB) Education Criteria, the award process, and the experiences of one institution, San Juan College (New Mexico), that received an award at the state level. The Baldrige Criteria are based on 11 core values: (1) learning-centered education; (2) leadership; (3) continuous improvement and organizational learning; (4) faculty and staff participation and development; (5) partnership development; (6) design quality and prevention; (7) management by fact; (8) long-range view of the future; (9) public responsibility and citizenship; (10) fast response; and (11) results orientation. An institution under consideration for an award under the Baldrige Criteria must submit to the awarding agency a self-assessment report written around the seven MB Criteria providing the framework for the core values, including leadership; information and analysis; strategic and operational planning; human resource development and management; education and business process management; school performance results; and student focus and satisfaction. In 1994 and 1995, San Juan College participated in the Quality New Mexico Award process. This process uses teams of evaluators who read, score, and write feedback comments on reports of organizations under consideration for an award. This document concludes that the Baldrige Criteria have provided a conceptual framework that focused the action planning process of San Juan College. (CK)

ED 399 920   HE 029 556

Fearing, Arleen D.

*Library Services; *Oral Tradition; Puppetry; Reading Aloud to Others; *Story Telling; Technological Advancement; Television
IDENTIFIERS- Barriers to Implementation; *Malaysia

Storytelling, a powerful means of providing children and adults with life-enhancing mental images, has been a tradition practiced by most cultures throughout the world. Passed on from one generation to another, the stories freed the imagination and stretched the capacity for such feelings of joy, sorrow, sympathy, and hope. The stories usually have a universal message, especially in their aim to cultivate positive norms in societies. The characters or settings might be different but the plots, themes, and genres are identical. The paper describes the history of storytelling in Malaysia, with emphasis on Malay storytelling, and describes current storytelling activities for children in libraries. Methods of storytelling, storytelling contests, professional storytelling groups, and examples of three libraries' storytelling programs are also discussed. Storytelling activities are facing challenges from the technological developments of television, computers, and video arcades. Despite lack of staff, budget and other constraints, libraries are working diligently to carry on storytelling activities. Puppets, drama, television, and videodiscs are among the methods used everywhere by storytellers today to reach their audiences. The motive of storytelling will always be the same, to entertain and educate the audience. Appendices contain a list of storytellers by state and method of presentation, tables of libraries and library activities, libraries and storytelling information, and methods used in storytelling at each library. (SWC)

ED 399 938   IR 056 053

Elaturoti, David F.
Training School Librarians for the Nigerian School System: A New Perspective.
PUB DATE- 93
NOTE- 7p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Development; Educational Legislation; Educational Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; *Library Education; Library Schools; *Professional Development; Qualifications
IDENTIFIERS- *Nigeria; *Teacher Librarians

This paper provides a brief history and background on Nigeria and its educational system; school libraries in Nigeria; and increased recognition by the government of the importance of libraries in education and resultant legislation. The majority of teacher-librarians in the Nigerian school system do not have professional qualifications in librarianship, and received their librarianship training through short in-service courses and workshops. Some universities and colleges have begun to introduce programs to train teacher-librarians for Nigerian school systems. The Nigerian School Library Association is working towards the professionalization of the teacher-librarian position in schools to help increase remuneration, improve career prospects, and help school librarians keep to

Children's Literature and the Holocaust.
PUB DATE- Feb 95
NOTE- 7p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Libraries; *Childrens Literature; *Course Integrated Library Instruction; Library Collections; Library Development; *Library Material Selection; Racial Discrimination; *Reading Programs; *School Libraries
IDENTIFIERS- *Holocaust; *Holocaust Literature

Educators need to teach the lessons of the Holocaust in order to demonstrate the consequences of racism carried to its most frightful extreme. This paper highlights autobiographies, diaries, journals, and first person narratives in children's and young adult libraries that can be included in library programs. Textbooks used in American schools are faulted on three major counts: (1) the Holocaust is not given the treatment it deserves; (2) students are not provided with lessons from the Holocaust; and (3) examples are not drawn upon to enhance instruction. When selecting children's literature titles for an elementary history unit, librarians should: select as many primary sources as possible; represent all perspectives; provide a good collection of nonfiction; and maintain a careful balance between enjoying literature and using material for data. Schools are moving away from skill-based reading programs to literature-based, whole language programs. Staff development programs on any thematic unit should include teacher-librarian book discussion groups. Holocaust survivors speaking to a class are highly effective in the upper grades. Examples of these activities are provided. (Contains 22 references.) (AEF)

ED 399 956 IR 056 072

le Roux, Sophia
The Classroom Library Project in South Africa.
PUB DATE- Feb 95
NOTE- 7p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; Instructional Materials; Library Collections; *Library Materials; *Native Language Instruction; Program Development; School Libraries; Standards; Vocabulary
IDENTIFIERS- *African Languages (Non Bantu); *South Africa

This paper discusses the current state of language instruction and accompanying materials and describes elements of the Classroom Library Project in South Africa. The Project was initiated by the Department of Education to increase the supply of suitable material in African languages for elementary schools. Highlights include: shortcomings in terminology standards developed by Language Boards; inadequate vocabulary diversity, and gender equity; special populations and preparatory services; commitment from all organizational levels; marketing; the autonomy of different areas of the state; the development of a common vocabulary; and evaluation methods. For each component, information is provided on the issue that the component addresses and on recommended patterns of evidence for site-based program design, implementation, and evaluation. Finally, recommendations and strategies for resolution are presented for the following issues affecting the implementation of tech prep: limited financial resources, the need to accept credit for applied course work, licensure and certification requirements that do not allow for the optimum use of qualified faculty, the need for statewide leadership, and the need to develop the national tech prep technical core curriculum. (AJL)

ED 399 976   JC 960 485

Johnson, Larry, Ed.; Lobello, Sharon T., Ed.
The 21st Century Community College: Technology and the New Learning Paradigm.
PUB DATE- 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Planning; Community Colleges; Curriculum Development; *Educational Innovation; Educational Strategies; *Educational Technology; *Information Technology; *Instructional Innovation; Organizational Development; *Technological Advancement; Two Year Colleges

Resulting from a forum for community college leaders exploring the effects of technological change on education, this three-part monograph discusses the role of technology in community colleges and reviews strategies for responding to changes. The first part addresses the vision and leadership needed to bring the colleges into the next century and includes the following articles: "The Importance of Process Innovation to the Community College," by Sean C. Rush; "A Learning College for the 21st Century," by Terry O'Banion; and "Leading the Technology Agenda on Campus," by Charles Spence. The second part analyzes the effects of incorporating technology on educational structures, providing the following articles: "Creating a Learning Culture," by Diana G. Oblinger; "Implementing and Analyzing Operations in Higher Education," by Sunil Chand; "Using Information Technology to Enable Transformation," by Darlene J. Burnett; and "Planning to Take Advantage of Technology," by Gary E. Wenger. The final part provides examples of college plans integrating technology into operations, presenting the following articles: "Strategic Planning for Information Technology," by Dale T. Chapman; "Integrating Technology into the Learning Process," by Richard L. Wright; "Kiosks as Catalysts for Transformation," by Stephen Jonas; and "The Connected Campus and Beyond," by John T. May. Acknowledgments and profiles of the authors and editors are appended. (TGI)

ED 399 977   JC 960 550

Ruemper, Wendy, Ed.; And Others
Models for Change: Harassment and Discrimination Prevention Education for Colleges and Universities. A Resource Guide and Video=Formation pour la prevention du harcelement et de la discrimination a l'intention des decisionnaires des colleges et

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; College Graduates; Community Colleges; Educational Finance; *Enrollment; Enrollment Trends; Grade Point Average; *Institutional Characteristics; *Outcomes of Education; Program Costs; *Student Characteristics; *Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Tyler Junior College TX

This report provides data on institutional outcomes as of 1996 for Tyler Junior College (TJC), in Texas. The first part provides background information on the college, including a list of the Board of Trustees, the TJC mission and philosophy statements, a brief history, and a map of the campus. The second part provides data on student characteristics in terms of age, ethnicity, gender, and class level for fall 1989 to summer 1996, while the third describes student enrollment, including data on headcount enrollment, 1988-96; in-state, out-of-state, and international enrollment for fall 1995 and spring 1996; first-time enrolled high school graduates by county, 1990-95; semester hours in credit classes by student residence, 1988-96; early admissions by high school students, 1992-96; class sections formed, 1989-96; grades awarded, 1990-96; enrollment in instructional television programs, 1990-96, and by modem connection, 1994-95; college-wide semester grade point average, 1988-96; students on academic suspension and probation, 1989-96; continuing education enrollment and funding, 1990-95; graduates by degree or certificate, 1992-96; and graduate age, ethnicity, and gender, 1990-95. The fourth part provides information on TJC faculty, including full- and part-time status for 1992-95 and the ethnicity, age, years of service, and advancement of full-time faculty for 1994-95. The fifth part provides 1996 data on revenues and expenditures, including salaries, costs by program, and aid received by students, while the sixth describes the operations of the TJC Learning Resources Center. The final three parts provide statistics on computer services, student services, and the Ornelas Health and Physical Education Center. (HAA)

ED 399 995 JC 960 589

Santa Rita, Emilio D., Jr.; Donanngelo, Frank P.
Peer Coaching in Classes Conducted via an Experiential, Group-Activity Format.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; Collegiality; Community Colleges; Faculty Development; *Peer Relationship; *Peer Teaching; *Teacher Improvement; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Peer Coaching

Peer coaching is a method for improving instructor effectiveness in which educators work together to implement experiential strategies or achieve individual educational goals through a systematic process of classroom observation and feedback. Peer coaching has two main goals: the improvement of experiential education and the development of an atmosphere of collegiality and experimentation. An effective coaching team consists of two to four educators, not necessarily from the same discipline, who are familiar with group strategies, have access to one another's classrooms for observation, are open to

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Achievement; *College Outcomes Assessment; *Data Collection; *Developmental Studies Programs; High Risk Students; Information Utilization; Outcomes of Education; Reports; *School Holding Power; State Programs; *Student Research; Technical Institutes; Two Year Colleges; Two Year College Students
IDENTIFIERS- South Carolina Technical College System

This instructional booklet presents an overview of the Developmental Education Student Retention Tracking System (DESRTS), developed by the South Carolina State Board for Technical and Comprehensive Education to make information available on the retention and graduation of developmental students in the state's technical colleges. Following an overview of the purposes of DESRTS, the elements of the tracking system are described, indicating that it contains data related to student identification, program identification, course information, and determining student status. The process undertaken to develop the System is then described and methods for identifying cohorts are detailed, revealing that first-time freshmen are tracked for approximately 5 years, with cohorts formed of students' who score high enough on assessment tests to take college-level courses but need some developmental classes (Cohort I) and those who need prerequisite assistance (Cohort II). The following six reports generated by the System are then reviewed: (1) headcounts and percentages of students who began in developmental courses; (2) Cohort I students who completed their development work; (3) Cohort I students who did not complete their developmental work; (4) first-time freshman with associate degree majors; (5) Cohort II students' activities after prerequisite courses; and (6) Cohort II students' changes in majors. Samples and explanations are then presented for each report. Finally, discussions are provided of the reliability of data generated by DESRTS, the uses of the data, and plans for further study. (HAA)

ED 400 013 JC 960 612

Grede, John F.
Some Observations on Collective Bargaining in the Chicago City College.
PUB DATE- Feb 68
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; Community Colleges; Contract Salaries; Educational History; Faculty College Relationship; Governing Boards; *Negotiation Agreements; Negotiation Impasses; Scope of Bargaining; *Teacher Militancy; *Teacher Strikes; Two Year Colleges; *Unions
IDENTIFIERS- *City Colleges of Chicago IL

Written by a negotiator for the Chicago City College Board approximately a year after the signing of the first faculty collective bargaining agreement at the college on May 2, 1967, this paper reviews the climate and key elements of the collective bargaining process. First, an overview is provided of the negotiation process, indicating the agreement was reached only after countless hours of effort, 35 negotiating sessions, and 2 strikes. The contract is then described,

Update Report: New Mexico State University at Carlsbad. Addendum to the "Report" (Books I-IV).
PUB DATE- Aug 95
NOTE- 89p.; For all five volumes of this report, see JC 960 636-639.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Administrative Organization; Advisory Committees; *College Planning; Community Colleges; Faculty Development; Institutional Advancement; *Institutional Evaluation; Institutional Mission; Multicampus Colleges; *Organizational Objectives; Program Improvement; Two Year Colleges
IDENTIFIERS- *New Mexico State University Carlsbad

In February 1995, New Mexico State University's two-year branch campus at Carlsbad (NMSU-C) submitted a report to the North Central Association (NCA), responding to a 1992 accreditation visit and consisting of four books: (1) responses to NCA concerns and suggestions; (2) evidence of NMSU-C's fulfillment of NCA accreditation requirements and criteria; (3) appendixes; and (4) a plan for assessing student achievement. This report presents an update to the February report, describing the status of initiatives that have been implemented or are in-progress in preparation for a follow-up focus visit. Following a review of the process used in preparing the original report and the update, a general overview of progress made at the college from 1993 to 1995 is provided. The reports then provide specific updates for six NCA concerns and three suggestions addressed in Book One, evidence of fulfillment of one criteria and updated institutional data forms from Book Two, an updated organizational chart from Book Three, and two updated elements from the assessment plan in Book Four. Appendixes provide an information systems plan; a memo describing procedures for program review at the college, including a review cycle through the year 2000; a sample course description form; orientation materials for nursing faculty; a 1994-95 travel budget by department; minutes from a faculty development task force meeting; college guidelines for hiring faculty; updated NCA institutional data forms for spring 1995; and an updated organizational chart. (HAA)

ED 400 031 PS 024 214

EPSDT: A Guide for Head Start Programs.
PUB DATE- 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Comparative Analysis; *Health Needs; *Medical Services; Program Development; Program Implementation; *Social Services; *Young Children
IDENTIFIERS- *Early Periodic Screening Diagnostic and Treatment; Medicaid; *Project Head Start

This guide presents an overview of Medicaid's health programs for children: the Early and Periodic, Screening, Diagnostic, and Treatment (EPSDT) program. Written primarily for Head Start Programs that are interested in increasing access to preventive and treatment services for their Medicaid-eligible children, suggest that mobility lowers student achievement, particularly when the students are from low-income, less educated families. For this study, 30 students, classified as either mobile or stable, were randomly selected from a population of 110 sixth graders at a public school on the southwest side of Chicago (Illinois), a predominantly low and low-middle socioeconomic community. Reading and math scores from the annually administered Iowa Tests of Basic Skills were compared for the two groups. Results showed that students who remained at the school from first grade through sixth grade did not obtain significantly higher reading and math achievement scores than sixth grade students who had transferred one or more times since first grade. Analysis did show slight gains for students who had attended the school 5-6 or 3-4 years versus 1-2 years. These results contradicted those expected after a review of the literature. Continued study with a larger sample is necessary, and stratified sampling is recommended to control for extraneous variables. Recommendations to assist transfer students and their teachers include: (1) allowing students who move to continue to attend their original school, if reasonable; (2) implementing orientation programs for transfer students; and (3) maintaining portfolios of classwork that transferring students can take with them to a new school. (Contains 15 references.) (SD)

ED 400 049 PS 024 520

Ross, Peter A.
Practical Guide to Discipline and Behavior Management for Teachers and Parents.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; *Behavior Change; Behavior Disorders; *Behavior Problems; Change Strategies; Child Behavior; Child Development; Children; *Discipline; Discipline Problems; Elementary Secondary Education; Family Problems; Obedience; *Parent Child Relationship; Parent Role; *Problem Children; Social Influences; Teacher Role; *Teacher Student Relationship; Violence
IDENTIFIERS- *Behavior Management

Almost every teacher and parent encounters children with behavior problems. Social changes, including an increasingly violent and information-based society, affect ways in which children view and function in the world. Teachers and parents need to have greater understanding and skill in implementing discipline strategies. This guide presents practical advice and strategies for discipline and behavior management, aimed at both parents and teachers. The chapters are (1) "Child Personality Development," including self-esteem and backgrounds of difficult children; (2) "The Challenges of Attention," covering Attention Deficit-Hyperactivity Disorder (ADHD); (3) "Disciplining Children"; (4) "Specific Behavior Management Strategies," including token reinforcement, time out, behavior management during outings, and diversion; (5) "Behavior Management with Adolescents: A Matter of Communication"; (6) "Positive Classroom," including "Management Plan--The Ross Method"; and (7) "Violence and Behavior." Contains 33

Parks, Lois
What Is the Effect of School Entrance Age on the Reading Readiness Achievement of Kindergarten Students?
PUB DATE- Jul 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Early Experience; *Kindergarten; *Parochial Schools; Primary Education; Reading Achievement; *Reading Readiness; *School Entrance Age; School Readiness
IDENTIFIERS- African Americans; Chicago Public Schools IL

This study examined the relationship between age at school entry and reading readiness in kindergarten. Subjects included 30 kindergarten students selected randomly from a population of 56 students at a parochial school in a predominantly low socioeconomic status neighborhood in Chicago, Illinois. All students were African American and ranged in age from 5.5 years to 6.5 years. The Prereading Composite score from the Metropolitan Readiness Test Sixth Edition given in April 1996 was used as the achievement measure. Findings indicated that mean age at school entry was 64.39 months and the mean Prereading Composite raw score was 52.53. The correlation between age at school entry and reading readiness was .96. (Contains 20 references.) (KDFB)

ED 400 068   PS 024 569

State Legislative Leaders: Keys to Effective Legislation for Children and Families. A Report.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; Child Advocacy; *Childhood Needs; Children; Childrens Rights; Citizen Participation; Family Needs; *Legislators; Policy Formation; Public Policy; State Government; *State Legislation; State Officials
IDENTIFIERS- *State Legislators

In 1993, the State Legislative Leaders Foundation launched a research project, "State Legislative Leaders: Keys To Effective Legislation for Children and Families." This report documents the findings of the project involving 177 of the most influential Republican and Democratic state legislature leaders from all 50 states. For more than a year, these leaders were interviewed by a bi-partisan team of pollsters on a wider range of issues relating to children and families. Also surveyed, by detailed written questionnaire, were 167 child and family organizations that participate in state-based legislative activity. The responses and comments of these organizations have served as a frame of reference against which to compare and contrast the views of the state legislative leaders. The key findings were: (1) legislative leaders' primary focus is managing the legislative process and the state budget, but they are increasingly speaking out on major policy issues; (2) child and family issues are generally important to state legislative leaders, however their importance varies from state to state; (3) state legislative leaders learn anecdotally about issues, not systematically, so their knowledge is often limited to their own districts and what others draw to their attention. Most leaders are unfamiliar with the current status of children and families in their districts or states and with effective

Behavior; *Social Adjustment; Social Behavior; Sociometric
  Techniques; Teacher Attitudes
IDENTIFIERS- Quality of Friendship; *Sociometric Status

This study compared the social adjustment of abused and nonabused children, ages 4 to 11 years, and examined whether sociometric status and friendship quality differentially predict children's loneliness and teacher ratings of peer behavior. Thirty-five abused children from a structured residential treatment center and 43 nonabused children from the elementary school in which the abused children were enrolled were compared on sociometric status, loneliness as measured by the Child Loneliness Scale, teacher ratings of social behaviors, and observational and self-report measures of friendship quality (Friendship Observation Scale and Friendship Quality Questionnaire, respectively). Children with friends, based on reciprocal nominations during sociometric assessments, were assessed on friendship quality during free play and games playing, and were given the Friendship Quality Questionnaire. The Peabody Picture Vocabulary Test-Revised (PPVT-R) was given to all children. Results indicated that abused children and children without friends scored lower than nonabused and children with friends on the PPVT-R, respectively. Abused children were not rated lower sociometrically than nonabused children. Abused children did not differ from nonabused on several measures of friendship quality, resolving conflicts and helping each other. However, abused children were observed to be more negative and less proactive in interactions. Abused children rated their friendships as being more prone to conflict, higher on betrayal, and lower on caring. Friendless abused children scored highest on loneliness; nonabused children with friends scored lowest. Several friendship variables accounted for significant variance in teacher ratings and loneliness, beyond that accounted for by sociometric status. Contains 13 references. (KDFB)

ED 400 085   PS 024 600

van Aken, Marcel A. G.
The Temporal Consistency of Personality Profiles from Childhood
  through Adolescence into Young Adulthood.
PUB DATE- Aug 96
NOTE- 16p.; Paper presented at the Biennial Conference of the
  International Society for the Study of Behavioural Development
  (14th, Quebec City, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Child Development; Children; Foreign
  Countries; Individual Differences; Interpersonal Relationship;
  Longitudinal Studies; Peer Acceptance; Peer Relationship;
  *Personality Change; *Personality Development; Personality
  Traits; Violence; *Young Adults
IDENTIFIERS- Ego Development; Ego Resiliency; Netherlands

This longitudinal study examined consistency and change in human personality. Rather than studying the consistency of individual differences over time, an approach which considers only the stability of a variable at the group level and ignores differences in stability at an individual level, this study used a person-centered approach to study consistency over time of an individual's personality profile. Subjects were 100 individuals who participated in an experimental study in 1975, at 1 year of age. Personality descriptions were obtained at age 7, 10, 12 and 20 years. Measures included the California Child

Management
IDENTIFIERS- Continuous Quality Improvement

Public financing for education and an array of other children's services has become a topic of significant interest and political concern. Elected officials and policymakers have sought to respond to public concern and dissatisfaction through a more explicit focus on results. To assist in this work of achieving and measuring important outcomes for children and their families, the Finance Project created a Working Group on Results-based Planning, Budgeting, Management, and Accountability Systems. This paper is a result of the Working Group's efforts to design a strategic plan for those engaged in results-based budgeting. The first part of the paper provides definitions for some of the essential concepts needed for discussing results-based decision-making and budgeting. The themes covered include definitions for outcomes, indicators, and performance measures as well as a framework for choosing them. The second part suggests a strategy map, describing each element of the results-based budgeting strategy and proposing ideas about how to put these elements in place. In addition, the strategic map suggests how to build political and community support, how to reallocate resources and tie them to results, how to integrate results-based budgeting into the existing budget process, and how to avoid common pitfalls. The third part discusses lessons from state, local, and private initiatives to define, measure, and achieve results, and summarizes what has been learned so far. The concluding part stresses the importance for changes in the public budgeting system and highlights the role of results-based budgeting. (AA)

ED 400 103 PS 024 648

Eastman, Wayne
We Huff and Puff: The Parameters and the Program of Aerobics for Children under Five.
PUB DATE- Aug 94
NOTE- 30p.; Paper presented to the Commonwealth and International Scientific Congress (10th, Victoria, British Columbia, Canada, August 10-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerobics; Child Health; Exercise; Exercise Physiology; Foreign Countries; Health Promotion; Health Related Fitness; *Physical Education; *Physical Fitness; *Preschool Children; Preschool Education; Teaching Methods; *Thematic Approach

In today's society, young children have few experiences with aerobic activities, a pattern of exercise traditionally reserved for adults. This paper discusses how aerobic exercises can be used in a preschool environment, arguing that such activities are best presented using a thematic approach so that young children can form impressions about themselves and their surrounding milieu. After explaining the importance of movement programs for young children's health, motor development, and social learning, the paper explores pediatric exercise science and the ways in which adult standards for aerobic exercise must be adjusted for young children. Criteria for a good preschool exercise class are presented next: be non-competitive; emphasize games over repetitive calisthenics; prohibit weightlifting; never exceed each child's capability; contain frequent intervals of rest; promote positive self-image;

IDENTIFIERS- Bronfenbrenner (Urie); Canada; Joint Custody
Using Bronfenbrenner's ecological model of human development, this study tested the hypothesis that family processes contribute more to adolescent adjustment than does family structure. Subjects for the study were 234 adolescents between 12 and 16 years old living in a stepfamily on a regular basis. This sample is a sub-sample of a representative provincial survey (n=3,205) with adolescents from intact families (n=2,048), joint custodies (n=111), and others not considered in future analysis (n=22) were also a part of the survey. A mailed questionnaire available in French and English was completed by the adolescents. Findings indicated that the mean anxiety score was higher than other adjustment components and that 18.3 percent of the adolescents had made a suicide attempt. Girls had a lower personal well-being score and a higher anxiety score than did boys. Younger adolescents showed fewer behavior problems than did older adolescents. Adolescents in stepfamilies estimated quite positively the quality of their family environment. They estimated the quality of their sibling relationship less positively than the quality of the relationship with their parents. Younger adolescents had lower decisional autonomy than did older adolescents. The quality of the family environment was related to adolescents' adjustment; however, there was no relationship between adolescents' decisional autonomy and adjustment. The quality of the relationship with the each parent individually was associated with adjustment, while the quality of the relationship with siblings was associated with personal well-being. Adolescents from intact families showed the lowest adjustment difficulties, with adolescents in joint custody rating second, adolescents in stepfamilies rating third, and adolescents living in single families, fourth. Family climate predicted 27 percent of the variance in adolescent adjustment. (KDFB)

ED 400 122 PS 024 720

Let's Do Homework! Learning Partners.
PUB DATE- 96
NOTE- 5p.; This information was taken from "Helping Your Child with Homework"; see ED 388 436.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Elementary Secondary Education; *Homework; Parent Attitudes; *Parent Influence; Parent Role; *Parent Student Relationship; Parent Teacher Cooperation; Study Habits; Television Viewing; Time Management
IDENTIFIERS- Parent Commitment; *Parent Effectiveness; *Parent Expectations
Following a list of four reasons teachers assign homework, this guide discusses ways for parents to help children with successful completion of homework assignments including: (1) show that education and homework are important; (2) check on the child's work; (3) provide guidance; and (4) talk with someone at school if problems occur. The guide contains a checklist for helping children with homework which highlights the importance of providing time, space, and any necessary materials; and offers nine questions to ask their child, and six other ways to help. (AMC)

ED 400 123 PS 024 740

Areas; *Rural Development; *Science and Society; Technical Assistance; Technological Advancement; *Telecommunications

As of December 1995, at least 28 federal programs administered by 15 federal agencies provided funds that either were specifically designated for telecommunications projects in rural areas or could be used for that purpose. Interviews with community leaders and rural development experts identified specific actions that must be taken to lay the foundation for establishing rural telecommunications projects. Communities should develop an understanding of telecommunications technologies and their potential benefits; engage in long-term planning to determine the feasibility of their project; and build partnerships among federal and state officials, telephone carriers, utilities, Internet providers, and potential beneficiaries such as hospitals and schools. Federal telecommunications programs need to change in several areas: (1) educating rural communities on the potential benefits of telecommunications technologies, (2) building in requirements for considering telecommunications technologies in long-range planning, and (3) making the multiple federal programs easier to use. The planning and coordination aspects of the Federal Agriculture Improvement and Reform Act of 1996, as well as changes to strategic planning guidelines contemplated by the Economic Development Administration, should help address these problems. Appendices include the 28 federal programs that fund telecommunications projects, detailed descriptions of 5 telecommunications projects in rural areas, and 5 national organizations representing rural areas. (TD)

ED 400 140   RC 020 731

Vigil, Angel
Teatro! Hispanic Plays for Young People.
PUB DATE- 96
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Collected Works - General (020),Books (010)
DESCRIPTORS- *Culturally Relevant Education; *Drama; Elementary Education; Fables; *Folk Culture; *Hispanic American Culture; *Holidays; Junior High Schools; Mexican American History; Mexican Americans; Scripts
IDENTIFIERS- *Mexico; *United States (Southwest)

This collection of 14 folk drama scripts is drawn from the Hispanic culture and traditions of the American Southwest and designed for use in educational settings. The plays are short, simple, and easy to produce. A single play can fill a class period, while several plays grouped together would make a school assembly. Six plays, intended for grades 4-8, are based upon folktales of the Hispanic Southwest. Selected for their strong dramatic situations and characters, the stories are descended from classic European folktales. Three plays, intended for elementary students, are animal fables that teach a moral lesson through the adventures of their animal characters. Four plays are related to religious holidays and enhance the experience and understanding of Mexican traditions associated with Christmas, the Feast Day of Our Lady of Guadalupe (December 12), and El Dia de los Muertos (the Day of the Dead--November 1-2). The final play is a historical play based on events behind the battle of Puebla in 1862, when the undermanned and underequipped Mexicans defeated the French army in Napoleon's first attempt to extend his empire to the Americas. Through the years, the holiday of Cinco de Mayo has

ED 400 156 RC 020 752

Fiddler, Margaret
Developing and Implementing a Distance Education Secondary School Program for Isolated First Nation Communities in Northwestern Ontario.
PUB DATE- 92
NOTE- 16p.; In: Distance Education and Sustainable Community Development; see RC 020 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *American Indian Education; *Canada Natives; Community Support; Cooperative Programs; Cree (Tribe); Culturally Relevant Education; Delivery Systems; *Distance Education; Educational Needs; *Educational Radio; Foreign Countries; Geographic Isolation; Program Development; Secondary Education; *Tribally Controlled Education
IDENTIFIERS- *Ontario (Northwest)

The Wahsa Distance Education Centre is operated by the Northern Nishnawbe Education Council (NNEC) for Cree and Oji-Cree secondary students living in the 23 remote communities of Sioux Lookout District in northwestern Ontario. Although most communities have locally controlled K-8 schools, very few communities offer secondary education. The NNEC, a Native-run organization, has been mandated by the 23 tribal leaders of Sioux Lookout District to serve the needs of secondary and postsecondary students. In 1990, Indian and Northern Affairs Canada agreed to fund a distance education program that would allow Native students to remain in their communities and attend high school. An advisory board composed of representatives from NNEC, Wawatay Native Communications Society, tribal councils, and four First Nations met regularly to work on program development. Wawatay Native Communications Society agreed to deliver Wahsa's distance education program over its radio network. Communities donated buildings to be used for learning centers, and community members offered to be distance education coordinators and tutors for the program. The program provides radio and correspondence courses for students in grades 9-11, including required subjects and courses in Native culture and language. This paper also discusses effective program delivery methods; areas for program improvement; and plans for program expansion to encompass educational television, increased programming for 12th-grade students, adult education classes, and teacher education courses. (LP)

ED 400 157 RC 020 753

Larsen, Pat
Literacy Proposal for the Community of Nose Creek, Alberta.
PUB DATE- 92
NOTE- 15p.; In: Distance Education and Sustainable Community Development; see RC 020 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; *Adult Literacy; American Indian Education; Canada Natives; Community Change; Community Development; *Cree

ED 400 178 SE 059 001

Jakubowski, Elizabeth, Ed.; And Others
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Volumes 1 and 2 (18th, Panama City, Florida, October 12-15, 1996).
PUB DATE- 96
NOTE- 639p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Analytic Geometry; Elementary Secondary Education; Epistemology; Mathematical Applications; Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; *Mathematics Teachers; Probability; Problem Solving; Statistics; Teacher Attitudes

This proceedings contains 75 research reports, 8 discussion groups, 32 oral reports, and 28 poster presentation entries from the 1996 Annual Meeting of the American Chapter of the International Group for the Psychology of Mathematics Education. A one-page synopsis is included for discussion groups, oral reports, and poster presentations. Topic areas include advanced mathematical thinking, algebraic thinking, assessment, cognitive modalities, curriculum reform, discourse, epistemology, functions and graphs, geometric thinking, probability and statistics, problem solving, rational number concepts, social and cultural factors, teacher beliefs and attitudes, teacher conceptions, teacher development, teacher understanding of student understanding, technology, and visualization. (AIM)

ED 400 179 SE 059 004

Walenta, Brian T., Ed.
TTIP Texas Teacher Internship Program: 1996 Curriculum Implementation Plans.
SPONS. AGENCY- Texas A and M Univ., College Station.; Texas State Dept. of Parks and Wildlife, Austin.
PUB DATE- 96
NOTE- 406p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Internship Programs; *Mathematics Teachers; Mentors; *Partnerships in Education; *Science Teachers; *Teacher Education
IDENTIFIERS- Texas

In 1989, the Texas Alliance for Science, Technology, and Mathematics Education began placing teachers at industry sites as part of its Texas Teacher Internship Program (TTIP). TTIP is a competitive program for science, technology, and mathematics teachers who serve as summer interns at industry and university sites in order to experience real-world applications of the subjects they teach. In 1996, a total of 12 teachers interned at seven sites and were required to develop a curriculum implementation plan (CIP) which illustrated how they would translate the summer experience into the subsequent year's classroom curricula. This document is a compilation of the curriculum implementation plans developed by the teachers. Topics include measurement errors, physical science/environmental science, composite science, biology,

This book, a volume of the High/Scope Elementary Curriculum science books series, is designed to bring the essential features of plant and animal environments into focus. It contains activities that enable students to gain insights into the life histories of animals and plants, their habitats, and their place in the broader picture of life on earth and to provide students with opportunities to explore the world. The 14 parts are as follows: Part 1: The Environment Is Where You Are; Part 2: Moving in an Environment; Part 3: Communication between Environments; Part 4: Your Environment--Beneath Your Feet; Part 5: Your Environment--on the Walls; Part 6: Your Environment--above Your Head; Part 7: Taking Care of Our Environment; Part 8: Basic Materials for Supporting the Study of Living Things in the Environment; Part 9: Collecting, Collections, and the Environment; Part 10: Looking at Living Forms in the Environment; Part 11: Food for Life from Living Forms; Part 12: Animals in the Environment--Invertebrates; Part 13: Animals in the Environment--Vertebrates; Part 14: Life and Environment Case Studies--Some Classroom Experiences. Included with each activity is a standard set of information designed to help teachers determine the activity's appropriateness for their students, plan its implementation, and help children focus on a range of exciting and relevant learning experiences. Following the specific activities is a section containing case studies drawn from personal experiences in implementing science activities with groups of students. Appendices include Teaching Aids and The Development of Problem-Solving Skills. (JRH)

ED 400 203 SE 059 117

Smith, David Lawson
Indicators of Science and Mathematics Education in Nevada: School Year 1993-94.
PUB DATE- Aug 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Advanced Placement; *Educational Change; Elementary Secondary Education; *Mathematics Instruction; *Science Instruction; Teacher Education
IDENTIFIERS- *Nevada

The Nevada Department of Education has joined with the Council of Chief State School Officers' cooperative effort to develop and report a system of indicators to track progress toward the state and national goals of improving mathematics and science education. This report combines the data resulting from this cooperative effort with other information and with norm-referenced measures of student achievement in order to provide an initial glimpse of the condition of science and mathematics education in Nevada's public schools. Four broad categories of indicators derived from various sources are reviewed: (1) student achievement indicators; (2) proportion of students taking advanced placement examinations and the proportion receiving a passing score; (3) instructional time and student participation in science and mathematics courses; and (4) teacher preparation in mathematics and science subject areas. The indicators of the status of math and science education used in the present study suggest that Nevada has made progress over the last 4 years, but still has areas needing improvement. (JRH)

ED 400 204 SE 059 123

Murphy, Carole
The Professional Development School: Linking the University and the Public School. Action Research Project.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Classroom Techniques; College School Cooperation; *Discipline Policy; Discipline Problems; Educational Environment; Higher Education; In School Suspension; Intermediate Grades; Junior High Schools; Middle Schools; Participative Decision Making; Professional Development Schools; Public Schools; *Student Attitudes; Student Behavior; *Student Responsibility; *Teacher Attitudes; Thematic Approach
IDENTIFIERS- Consensus; Parkway School District MO; *Respect; Total Quality Schooling; University of Missouri Saint Louis

Utilizing a consensus decision-making strategy, teachers and an administrator from Parkway Central Middle School (PCMS) (Missouri) selected a two-part mission: (1) to establish an atmosphere where students demonstrate respect for themselves, their peers, and all adults; and (2) to evaluate, revise, develop, and implement a new discipline plan that would be more proactive than reactive. To achieve the mission, the Responsibility and Respect Program/Plan was implemented during 1993-1994. Proactive activities, disciplinary management techniques designed to foster responsibility and respect, and new programs were added to existing disciplinary programs. Activities included: (1) Respect Week, during which the theme of respect for self, others, and the environment was integrated into various classes; (2) incentive programs to reward good behavior; (3) relevant extra curricular activities; (4) revamping behavioral management techniques; and (5) improving citizenship through parent involvement, case management, and better tracking of conduct. Two additional program elements (after school tutorials and data collection to document the program's outcomes) were facilitated by PCMS's professional development school collaborative agreement with University of Missouri-Saint Louis. Data collected on six disciplinary indicators indicated an overall decrease in the number of students involved in disciplinary actions from 1993-1994 to 1994-1995. Findings from surveys of students, teachers, and administrators indicated that respondents considered the Responsibility and Respect Plan's proactive approach and the consensus process effective. Recommendations for improvement in the plan are noted. Two survey questionnaires are included. (IAH)

ED 400 227 SP 036 867

Myers, Charles B.
Beyond the PDS: Schools as Professional Learning Communities. A Proposal Based on an Analysis of PDS Efforts of the 1990's.
PUB DATE- 10 Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Constructivism (Learning);

Hensley); (3) "Teaching, Learning, and Partnerships: Strategies for Including Special Needs Students" (Jan Kimbrell-Lee and Terry Wood); (4) "Being Somebody Else: Informed Drama in the Fourth Grade" (Carol Carr Kieffer); "The Playground Experience" (Ruth Rowland); (6) "A Schoolwide Study of Assessment Alternatives" (Gwen Bailey); (7) "Developing Portfolio Processes: 'If You Don't Have Anything in There, You Can't Do This'" (Linda Morrison and Ronald Kieffer); (8) "Whole Language, Media Centers, and Classroom Libraries: Research in Action" (Lisa James Delgado, Mary Jane Hilley, Melvin Bowie, and JoBeth Allen); "A Communication Triple Crown: Making Home-School Connections Among Parents, Students, and Teachers" (Jennifer White); (10) "New Pathways to Literacy: A Reflective Look at a First-Year Pre-kindergarten Program" (Marilynn Cary, Lori Davis, and Janet Benton); and (11) "Make Learning Funner, So People Want to Learn: A Longitudinal Study of Students' Perceptions About Schooling" (Lolita Brown, Lori Davis, Patty Griffith, Cheryl Poponi, Dorothy Rice, Jane Rogers, Holly Ward, and Jennifer White). The conclusion is titled "Action Research: Where's the Action?" (Contains 110 references.) (JLS)

ED 400 245   SP 036 969

Brady, Jeanne
Schooling Young Children: A Feminist Pedagogy for Liberatory Learning.
PUB DATE- 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; Cultural Pluralism; *Democratic Values; Elementary Education; *Feminism; *Literacy; *Reflective Teaching; *Student Empowerment; Teacher Behavior
IDENTIFIERS- America 2000; *Freire (Paulo); Goals 2000

This book presents a feminist pedagogy of multiculturalism developed from Paulo Freire's theories on the politics of literacy. Freire has argued that literacy is the precondition for not only forms of social and political agency, but also social transformation and emancipation. In his view, teachers and students must refuse to be either experts or simply learners. Teachers must learn how to listen to their students, be self-reflective, and allow students the opportunity to speak with responsibility for their own actions but without fear. Students need an environment in which they are willing to take chances and can learn to use and legitimate their own experiences without fear of ridicule. Developing successful multicultural educational environments requires respect for the diversity of students' experience. America 2000 and Goals 2000 are examined to provide an exemplary model of the dominant discourse on educational reform and to employ elements of a critical theory and feminist cultural criticism in order to reveal its view of literacy as a discourse implicated in the construction of a particular form of citizenry. The book is organized into the following chapters: (1) Critical Literacy as a Pedagogy of Empowerment; (2) Rethinking Literacy and Pedagogy; (3) The Politics of Difference; (4) A New Generation of American Schools; and (5) A Feminist Pedagogy of Multiculturalism. (JLS)

ED 400 246   SP 036 970

grouped into the following categories: (1) educational policies; (2) special education; (3) school systems; (4) school administration; (5) school libraries; (6) teacher centers; (7) adult education programs; (8) curriculum development; (9) teaching methods; (10) testing and examinations; (11) teacher education; and (12) laboratories. For each program, information is provided in a format compatible with the database. Contact names and addresses, information on students affected, and program descriptions are presented with other program identifying information. The greatest number of innovative programs are in the area of curriculum development. These focus on Arabic language teaching, mathematics, social studies, health education, physical education, technical education, and the use of educational technology. In the area of testing and examinations, projects deal with the development of an automated examination system for general secondary education and student evaluation systems in basic and secondary schools. Each project description, averaging five pages in length includes: project title; list of cooperating countries; areas of innovation (e.g., curriculum, content); responsible agency and address; contact name and address; funding source and amount; staffing; starting date; target group; information on learning; activities; background, objectives, and description of the project; evaluation; risk factors; bibliography; and a list of project publications. (SLD)

ED 400 264 TM 025 319

Cunningham, Thomas H.; Thorkildsen, Ron J.
Effects of Combining Case-Based Instruction and Mindfulness Activities on the Acquisition, Application, and Transfer of Complex Knowledge: An Experimental Comparison of Two Multiple-Case Treatments on Videodisc.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistive Devices (for Disabled); *College Students; Higher Education; Instructional Effectiveness; *Knowledge Level; *Metacognition; Performance Factors; Pretests Posttests; Self Evaluation (Individuals); Teaching Methods; Thinking Skills; *Transfer of Training; Videodisks; Visual Impairments
IDENTIFIERS- *Case Method (Teaching Technique)

Two multiple-case instructional treatments were compared to determine their relative effectiveness for helping program participants acquire, apply, and transfer complex knowledge about Assistive Technology (AT) available to help people with impaired vision. Thirty-eight college students were randomly assigned to two conditions. Both treatments presented the same information about AT in a manual and on videodisc with six case studies. Participants in treatment 1 completed activities requiring mindful analysis (in-depth and effortful) of four video-based cases and associated concepts, while in treatment 2, participants completed the same four video-based cases and an additional four text-based cases, but without mindfulness activities. On measures of knowledge, performance, and transfer, there were no statistically significant differences

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Techniques; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Faculty Evaluation; Faculty Promotion; Feedback; Foreign Countries; Formative Evaluation; Higher Education; *Instructional Improvement; *Peer Evaluation; Portfolios (Background Materials); *Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; Summative Evaluation; Teacher Education; *Teacher Evaluation; Teacher Promotion

A discussion of teacher evaluation offers a definition and rationale, and explains a few of its traditional forms. Common uses of teacher evaluation for personnel management, accountability, and improvement of teaching are described, and a distinction is made between formative and summative types of evaluation. Teacher evaluation, often based on observation with little discussion, and student ratings, often provided in the last few minutes of a class, may both gather useful information but may be more useful when combined. Tension between teachers and administration may also affect evaluation, sometimes alienating one or both parties. Traditional methods of teacher evaluation include classroom observation, peer observation, self-evaluation, and student ratings. The last of these has grown in popularity, but can be abused and have potential for bias or inadequacy. Increasingly, portfolios are used to document teaching skills and strengths, use of materials, professional growth, and reflections on teaching. It is concluded that no single method is adequate to evaluate a teacher, and that a holistic method is needed. Contains 15 reference. (MSE)

ED 399 823 FL 024 156

Taeschner, Traute
A Developmental Psycholinguistic Approach to Second Language Teaching.
PUB DATE- 91
NOTE- 178p.; Translated by Jonathan Finch
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Achievement Tests; Child Language; Class Activities; Communication (Thought Transfer); *Developmental Psychology; Educational Psychology; *English (Second Language); *German; *Grammar; Interviews; Italian; Language Acquisition; Language Tests; Learning Processes; Linguistic Theory; Morphology (Languages); Pragmatics; *Psycholinguistics; Second Language Instruction; Second Language Learning; *Second Languages; Syntax; Testing

A discussion of the role of developmental psycholinguistics in second language instruction begins by examining the nature of communicative intentions, their classification, and their role in the language classroom, drawing parallels between first language acquisition and second language learning. Stages in the progression from single words to sentences and in the acquisition of some morphosyntactic elements are outlined, in each case examining how these are manifested at different grade levels, in the school context. Principles of educational psychology are then applied to classroom interaction, particularly as they have implications for choice of educational goals and for group work. The second part of the book reports on a three-year experiment using a developmental and Other. There are also summaries of 21 education-related bills and resolutions that failed, 17 bills that were carried over to the 1997 Session, and 1996 studies and reports pertaining to higher education organized into those from the Appropriations Act and those from bills and resolutions. Next, 1996-1998 appropriations are summarized including operating budget appropriations and capital outlay appropriations. Much of the document is an appendix which contains: a summary of 1996 legislative action, a list of all higher education-related legislation, a list of legislators sponsoring this legislation, the 1996 legislative summary, and nine appropriations and capital outlay tables. (MAH)

ED 399 843 HE 029 438

Focus Statements and Priorities Statements of Public Universities.
PUB DATE- 4 Sep 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Objectives; Educational Quality; Goal Orientation; Higher Education; Institutional Characteristics; *Institutional Mission; Long Range Planning; *Mission Statements; *Organizational Objectives; *State Universities; Strategic Planning
IDENTIFIERS- *Illinois; Priorities

This document contains focus statements, priorities statements, and lists of priority actions planned in the 1996 fiscal year and of projected actions planned for the next 1-year to 5-year periods from each of 12 public universities in Illinois. Focus statements are brief and typically address the type of student population served, the type of campus, and major areas in which degrees are offered. Priorities statements are longer and usually identify such goals as improvement of educational quality, recruitment of highly qualified and diverse faculty and students, technological advancement, and research and development initiatives. Some priorities statements also identify specific actions related to priority areas with projected dates for their accomplishment. Included are submissions from: (1) Chicago State University; (2) Eastern Illinois University; (3) Governors State University; (4) Illinois State University; (5) Northeastern Illinois University; (6) Northern Illinois University; (7) Western Illinois University; (8) Southern Illinois University at Carbondale; (9) Southern Illinois University at Edwardsville; (10) University of Illinois at Chicago; (11) University of Illinois at Springfield; and (12) University of Illinois at Urbana-Champaign. (MAH)

ED 399 844 HE 029 439

Funding Your Education.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- College Bound Students; Educational Finance; *Federal Aid; Financial Support; Grants; Higher Education; High Schools; High School Seniors; Loan Repayment; Paying for

often misunderstood and unevenly implemented. Institutions are urged to focus greater attention on immigrant students. (Contains approximately 100 references.) (CK)

ED 399 863 HE 029 498

Sax, Linda J.; And Others
The American College Teacher: National Norms for the 1995-96 HERI Faculty Survey.
PUB DATE- Sep 96
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aging in Academia; Anxiety; Biographical Inventories; Church Related Colleges; *College Faculty; College Students; Community Colleges; Community Services; *Diversity (Institutional); Educational Environment; Educational Objectives; Graduate Study; Higher Education; *Outcomes of Education; Private Colleges; Public Colleges; Quality of Working Life; Questionnaires; Stress Variables; Surveys; *Teacher Attitudes; Teacher Characteristics; Teacher Role; *Teacher Student Relationship; Universities
IDENTIFIERS- *Cooperative Institutional Research Program; *Diversity (Student)

This report summarizes the highlights of a national survey, part of the Cooperative Institutional Research Program, which examined college faculty demographic and biographic information, how faculty members spend their time, how they interact with students, their preferred methods of teaching and examining students, their perceptions of the institutional climate, their primary sources of stress and satisfaction, and community service. The survey obtained responses from 59,933 faculty members at 384 institutions of higher education broken down into 12 different normative groups: all institutions, all four-year institutions, public universities, private universities, public four-year colleges, private four-year colleges (combined and broken down by three subgroupings: nonsectarian, Roman Catholic, and Protestant), and public and private two-year colleges. Results indicate a general trend toward faculty aging and a decrease in earnings; a commitment to being a good teacher and colleague and a declining interest in research; a concern with preparing students for employment and graduate school; a decreasing interest in personally improving society; the experience of "extreme" stress, possibly from greater interaction with students; and an increased commitment to diversity and multiculturalism. Numerous tables present supporting data. Three appendices contain the survey instrument, information about the accuracy of the data, and a list of participating institutions. (CK)

ED 399 864 HE 029 499

Aldrich-Langen, Caroline
The Educational System of Australia. An Update of the 1983 World Education Series Volume. A Special Report.
PUB DATE- 90
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Rhythms of Academic Life. Personal Accounts of Careers in Academia. Foundations for Organizational Science Series.
PUB DATE- 96
NOTE- 518p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Career Choice; Career Development; Career Guidance; *Change Strategies; College Faculty; *Cultural Influences; Doctoral Programs; Editors; Educational Environment; Educational Objectives; Educational Policy; Females; Graduate Students; Higher Education; Individual Development; Interpersonal Competence; Personal Narratives; *Professional Development; Researchers; Scholarship; Stress Management; Teacher Attitudes; *Teacher Role; *Tenure; Tenured Faculty; Writing for Publication

This book presents 52 essays by individuals in higher education on their own personal career paths and experiences. Part 1 contains essays focusing on suggestions for optimizing career success including one woman's journey to becoming a scholar, personal and cultural factors and cross-cultural influences, the transition to academic life from another profession, and observations regarding creating a career. Part 2 discusses becoming a teacher at a research university with essays on: the motivation to teach; research/teaching boundaries; teaching as an act of scholarship; programmatic research; the publishing process; the development of doctoral students; mentoring relationships; tenure; and the integration of work and personal life. Part 3 focuses on traditional career paths with subsections on: professional relationships and collaboration; a reviewer's experiences; the role of a journal editor; reflections on the role of department chairman; a professor's role; and stress management. Part 4 is on nontraditional career paths such as: working as a consultant; developing innovative teaching materials; and working inside the university and with policy makers. Part 5 focuses on the importance of renewal with accounts of sabbatical experiences. Part 6 looks at rhythms of the field with essays on future trends such as the role of business schools in higher education and coping with change in the school environment. Many of the essays contain references. (CK)

ED 399 882 HE 029 518

Bianco-Mathis, Virginia, Ed.; Chalofsky, Neal, Ed.
The Adjunct Faculty Handbook.
PUB DATE- 96
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adjunct Faculty; Administrator Role; Class Activities; Cognitive Style; College Environment; College Faculty; College Students; *Course Content; Course Objectives; Educational Objectives; Educational Policy; *Faculty Development; Graduate Students; Higher Education; Instructional Materials; *Interpersonal Competence; *Learning Strategies; Nontenured Faculty; Part Time Faculty; Student Motivation; Teacher Qualifications; Teacher Student Relationship; *Teaching Methods

Programs
IDENTIFIERS- *Alaska

This annual report describes activities and accomplishments during fiscal year 1995 of the Alaska Commission on Postsecondary Education (ACPE) which, among other activities, oversees the Alaska Student Loan Programs (ASLP). The report also reports on the ASLP's administration of a Loan Fund to provide lower-interest loans to Alaska residents. It describes the following ACPE programs: Alaska Student Loans; Family Education Loans; Paul Douglas Teacher Scholarship Loans; the Professional Student Exchange Program; State Education Incentive Grants; Teacher Scholarship Loans; the WAMI (Washington, Alaska, Montana, Idaho) Medical Education Program; the Western Regional Graduate Program; the Western Undergraduate Exchange Program; and the Winn Brindle Memorial Scholarship Loans. The text of the report describes each program, defines eligibility criteria, and summarizes current program participation data and costs. Also reported are the year's activities in the areas of institutional authorization, institutional compliance, activities of the Alaska State Approving Agency (which reviews programs for veterans benefit eligibility), a review of Finance Division responsibilities, and information about support services. Thirteen appendix tables provide additional data on attendance; number, amount, and average size of loans; longitudinal data on total borrowing; most frequently attended institutions; distribution data for the State Education Incentive Grants; and historical data on participation rates for the Western Interstate Commission on Higher Education program. (CH)

ED 399 902 HE 029 538

Hearing on Higher Education: "Who Plays, Who Pays, Who Goes" before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, Second Session.
PUB DATE- 23 Apr 96
NOTE- 124p.; Contains pages of small print that may not reproduce clearly. Serial No. 104-55.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Admission Criteria; College Admission; Educational Finance; Eligibility; Enrollment Management; *Federal Aid; Federal Legislation; *Federal Programs; Financial Aid Applicants; Hearings; Higher Education; *Need Analysis (Student Financial Aid); *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- Congress 104th; *Higher Education Act 1965; Higher Education Act Title IV; Reauthorization Legislation

This Congressional hearing report is intended to provide a broad overview of the current state of higher education and establish a foundation for future hearings on more specific topics concerned with the reauthorization of the Higher Education Act. Issues addressed in the report include: costs of going to college; characteristics of those who go to college; kinds of financial available; characteristics of financial aid recipients; distribution of financial aid among private versus public colleges and among dependent versus independent students; types of programs eligible for federal aid; and the role of the college financial aid officer. Included are the transcripts of the testimonies of: David A. Longanecker, Assistant Secretary for Postsecondary Education, who reviewed

Literature Update on Academic Performance of Minority Baccalaureate Nursing Students.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Admission Criteria; Bachelors Degrees; Class Rank; College Students; *Degrees (Academic); Grade Point Average; Higher Education; *High Risk Students; Learning Strategies; Licensing Examinations (Professions); Literature Reviews; *Minority Groups; *Nursing Education; Nursing Research; *Predictor Variables; School Counseling; Test Results

This report reviews the literature on minority nursing students including the identification of high risk students, admission policies, evaluation methods and prediction of success of nursing students since the mid-1980s. The review finds that many variables have been used in research studies to identify at-risk students, to predict nursing program success as well as to predict success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Results revealed that: (1) high school rank and biology and English scores predicted success best for associate degree students; (2) that the number of science courses taken and language skills predicted academic success best for students in a diploma program; and (3) that the Mosby Assess Test and grade point average in clinical nursing courses best predicted baccalaureate student success. Specific strategies are suggested to improve the academic success of at-risk and minority nursing students and address test taking strategies, learning styles, relaxation techniques, advising, counseling and NCLEX-RN reviews. The report concludes that no single instrument or set of variables have been recognized as a predictor of success in the nursing courses or for any specific group of students. (Contains 42 references.) (CK)

ED 399 921 HE 029 557

Sacks, David O.; Thiel, Peter A.
The Diversity Myth. "Multiculturalism" and the Politics of Intolerance at Stanford.
PUB DATE- 95
NOTE- 283p.; Foreword by Elizabeth Fox-Genovese.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; College Students; *Cultural Pluralism; Curriculum Design; *Diversity (Institutional); Educational Objectives; *Educational Philosophy; Educational Trends; Elitism; Grade Inflation; Higher Education; Homophobia; Homosexuality; Moral Values; Multicultural Education; Political Correctness; Political Issues; Racial Bias; Sex Bias; *Social Change; Social Studies; Social Values; Student Attitudes; Trend Analysis; Western Civilization
IDENTIFIERS- Diversity Concept; Generation X; *Stanford University CA

This book chronicles, from the point of view of students who are unwilling participants in the process, the transformation of Stanford University from an institution committed to preserving the values of Western civilization to one intent on engineering social change on campus to promote the dogmas of multiculturalism. The book is an insider's tour of the world of

their designated job instead of acting as replacements for subject teachers. The paper proposes a curriculum for the training of school librarians in the Nigerian school system, including proposed minimum librarianship qualifications for primary and secondary school librarians, and proposed courses for study. The librarianship training program would include courses in management and a teaching subject, for the school librarian to have equal academic status with other teachers and to assist them in collection development and reference services to users. (Contains 10 references.) (SWC)

ED 399 939 IR 056 054

Kruger, Jan A.
Managing Media Centers in Secondary Schools.
PUB DATE- 93
NOTE- 6p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Media; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Learning Resources Centers; *Library Administration; *Library Role; Media Selection; *Media Specialists; User Needs (Information)
IDENTIFIERS- South Africa

Responsibility for media services in secondary schools has received little attention in discussions of media use in those schools. If education authorities agree that the media center is indispensable and it has a philosophy and policy to this effect, then attention must be paid to who should take responsibility for media services. The education authority functions on a macro management level, but must delegate specialized services to an organization which can take care of them. Educational media services function primarily as an ancillary service directed toward rendering service to education. The departmental library, concerned with information needs of administrators and teachers, finds a natural home within the media services department. Media advisors, who possess qualifications in teaching, library and information science, or educational technology, offer guidance on library matters as well as curricular and extra-curricular media use. Professional and technical services include making recommendations about purchasing media materials and developing lists of materials which can be used broadly within the school system. Ancillary service outside the education department, usually with community libraries, is sometimes a part of the media services offered. Micro management of media services departments generally falls within the scope of the media teacher. The paper also discusses media services in South Africa, and managing media centers in the future, as such services become more comprehensive. (Contains 10 references.) (SWC)

ED 399 940 IR 056 055

Rainey, Melvyn D.
Library Training in the South Pacific From 1972-1993.
PUB DATE- 93
NOTE- 10p.; In: Dreams and Dynamics. Selected Papers from the

development; lack of appropriate texts for translation; shortage of language experts who are not already involved with the publishing industry; quality control and the future of the Project; advantages of classroom library collections; and effective utilization of school library resources. A table showing the provision of books to primary schools through the Project for the years 1983-1993 is appended. (Contains 12 references.) (AEF)

ED 399 957 IR 056 073

Roy, Loriene
Incorporating Oral History into the Curriculum.
PUB DATE- Feb 95
NOTE- 5p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Cultural Education; *Curriculum Development; Elementary Secondary Education; Instructional Innovation; *Oral History; Program Development; Socialization; *Story Telling; Student Projects; Teaching Methods

Through becoming involved in oral history, an individual develops transferrable abilities that can be applied throughout a lifetime. The purpose of this paper is to introduce the concept of oral history with an emphasis on how oral history efforts can be incorporated into the curriculum to involve students of all ages. Guidelines for librarians and teachers on how to locate further information are offered. The discussion includes becoming acquainted with the methodology; assessing the appropriateness of oral history in the curriculum; selecting a focus; initiating and directing the project; and types of oral history projects. The advantages of including oral history in the curriculum are also outlined: adaptability of the approach; introduction of a research method; enhancement of communication and organizational skills; and promotion of socialization and self growth. (Contains 12 references.) (AEF)

ED 399 958 IR 056 074

Craiglow, Hilary
Incorporating Oral History into the Curriculum: A Pathfinder.
PUB DATE- Feb 95
NOTE- 3p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Education; *Curriculum Guides; Elementary Secondary Education; *Information Sources; Instructional Innovation; Interviews; Narration; *Oral History; Preservation; Story Telling

Oral history is the recording and preserving of planned interviews with selected people able to narrate recollected memory and thereby aid the reconstruction of the past. It can be used in the elementary and secondary school classroom as a

des universites. Guide de ressources et video.
PUB DATE- 95
NOTE- 343p.; Document designed to be used with an accompanying 58-minute VHS videotape (not available from ERIC).
LANGUAGE- English; French
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Classroom Techniques; Consciousness Raising; Ethnic Discrimination; Foreign Countries; Higher Education; *Nondiscriminatory Education; Racial Discrimination; Religious Discrimination; *Sensitivity Training; Sex Discrimination; *Sexual Harassment; Teaching Guides; *Teaching Models; *Training Methods; Violence
IDENTIFIERS- Ontario

Intended as a reference for preventing harassment and discrimination in Ontario colleges and universities, this resource guide describes a project to develop models of alternative instructional delivery and presents the models. Part 1 provides an introduction to the guide, reviews the goals of the project, and describes a related training video containing footage of four of the models in action. Part 2 highlights common themes among and provides the contents of the following five delivery models: (1) the case model, providing participants with descriptions of realistic problems to solve in groups and designed to emphasize cooperative learning and reward group dynamics; (2) social action theater, in which students role-play vignettes about current social problems in their college to encourage viewers to directly confront harassing, discriminatory, and violent behavior; (3) theatrical masks, in which participants experience the feelings of being "the other" by wearing masks in scenarios designed to illustrate the "chilly climate" that can exist in the workplace or classroom; (4) cultural immersion, which provides participants with the opportunity to share their stories of experienced oppression; and (5) two models for French-speaking classrooms involving role playing and the examination of cultural differences through student monologues, songs, or texts. Part 3 provides resources, including selected articles, educational tools, a multiculturalism quiz, frameworks for preventing harassment and discrimination, training manuals, lists of 58 related books and 29 articles, and a list of companies distributing videotapes and films. Appendixes include a list of project members, advisory committee members, and button and poster contest winners. (TGI)

ED 399 978 JC 960 560

Sir Sandford Fleming College Repositioning Strategies Report.
PUB DATE- 24 Jan 96
NOTE- 72p.; For related reports, see JC 960 558-559.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; *Administrative Organization; *Change Strategies; *College Planning; Community Colleges; Financial Policy; Foreign Countries; Institutional Mission; *Organizational Change; *Organizational Objectives; Program Design; Program Proposals; Retrenchment; Two Year Colleges
IDENTIFIERS- *Sir Sandford Fleming College ON

This report describes repositioning strategies undertaken by Sir experimentation, and trust and accept one another as peers. The peer coaching process consists of the following three steps: (1) a pre-observation conference, in which the coaching team meets to plan for a classroom observation; (2) classroom observation, in which the coaches observe the instructor's classes, taking notes or creating a videotape; and (3) a post-observation conference, in which the coaching partners meet to discuss the data gathered during the observations, as well as the instructor's perceptions of the group session. Four types of feedback are used in post-observation conferences: praise comments, clarifying comments, eliciting questions, and leading questions. Contains 13 references. Appendixes provide a group work assessment form, a 16-item reading list, and conference worksheets. (HAA)

ED 399 996   JC 960 591

Ames, Dianne M.
ABC--Me Teacher, You Student.
PUB DATE- 20 Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Academy of Legal Studies in Business' Pacific Northwest Region (Vancouver, British Columbia, Canada, April 20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; Community Colleges; *Competency Based Education; *Educational Change; *Education Work Relationship; *Learning Theories; Minimum Competencies; *Role of Education; Skill Development; *Teacher Role; Technical Education; Two Year Colleges
IDENTIFIERS- Blooms Taxonomy; Secretarys Comm on Achieving Necessary Skills

As the world has moved from the industrial age to a technology-based society in which individual and societal competence is paramount, the focus of educational systems must shift from the basic ABC's to Competency-Based Education (CBE). Educational priorities must be continually revised to meet competitive and ever-changing workplace demands and student performance must be assessed on specific, employer-determined competencies. The new paradigm for CBE comes, in part, from the Secretary's Commission on Achieving Necessary Skills (SCANS), which identified five necessary skill competencies for effective workers (i.e., allocating resources, interpersonal skills, acquiring and using information, understanding social and organizational systems, and being able to select and apply technology) and the following three foundation skills: (1) basic skills, such as reading, writing, and arithmetic; (2) thinking skills, including creative thinking, reasoning, and problem-solving; and (3) personal qualities related to responsibility, self-esteem, and sociability. For the past few years, technical and community colleges have been cooperatively defining what needs to be learned to perform specific jobs or tasks and to what level for specific job titles based on the CBE paradigm. To ensure that specific competencies are imparted to all students, teachers should improve their understanding of the learning process and such theories of instructional effectiveness as learning styles theory, learning domains theory, and Bloom's Taxonomy of learning and evaluation modes. Contains 15 references. (AJL)

ED 399 997   JC 960 592

indicating that it provided faculty with salary increases, health benefits, reductions in class load, and tax-sheltered annuity provisions. The contract was considered a victory for the teachers' union. Key procedures, pledges, and preconditions are then reviewed which could have reduced conflict and shortened the lengthy negotiations, such as agreement on transcribing proceedings, the location of negotiations, the time and frequency of meetings, and the establishment of a "no strike" pledge upon initially entering negotiations. The Board's failure to adequately prepare a specific set of proposals is then described, indicating that it let the union set the terms and language of the proposals under discussion and hindered the Board's ability to evaluate the proposals. The time and money spent during the process, the make-up of the negotiating teams, the role of publicity in the process, and the militant tactics of the union are then discussed. Concluding remarks detail the virtues of the process, including the benefits afforded to teachers and the development of clear-cut college-wide policies and procedures. (AJL)

ED 400 014 JC 960 613

Mercer, Bonnie
A Comparison of Students Who Followed Mathematics Advisement Recommendations and Students Who Did Not at Rochester Community College.
PUB DATE- Dec 95
NOTE- 35p.; Ed.D. Practicum Paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Mathematics; Community Colleges; *Counselor Performance; Educational Counseling; Predictive Validity; Program Effectiveness; *School Counselors; *Student Placement; Two Year Colleges
IDENTIFIERS- Rochester Community College MN

A study was conducted at Rochester Community College, in Minnesota, to compare pass rates in a college-level mathematics class for mathematically underprepared students who enrolled in developmental courses and those who did not. The study population consisted of 73 students enrolled in Math 103, while data were collected on the student's final grade, math placement level, whether or not they had enrolled in the prerequisite math class, and the grade they received in the prerequisite course. The study found that 35 of the 73 students were appropriately placed, following a counselor's advice, and passed Math 103, while 15 students had also followed a counselor's advice but did not pass. In addition, of those who disregarded placement advice, 13 did not pass and 10 did. The results of the study showed a statistically significant relationship between passing the course and following placement advice given by counselors based on math skill assessment scores. Three conclusions were drawn from the results: students should heed their counselor's advice; the advice does make a difference if students are to pass college math; and counselors at the college can feel confident that their mathematics placement recommendations are valid. Contains 21 references. Graphs and tables are appended. (HAA)

ED 400 015 JC 960 614

Mercer, Bonnie
Evaluation of a Study Skills Class at Rochester Community College.

the purpose of this guide is to encourage and assist Head Start local education agencies, state and local health agencies, and other health and social service entities in becoming actively involved in their State EPSDT programs by using Head Start setting as one resource in a total system of health care. In addition, readers may use this guide to provide assistance to Medicaid agencies and Head Start programs interested in developing effective models for providing EPSDT outreach, case management, and service delivery. This guide is divided into four chapters. Chapter 1 presents an overview of the Medicaid system. Chapter 2 outlines EPSDT program activities such as screening services and continuing care. Chapter 3 discusses Head Start's roles in EPSDT, emphasizing outreach, case management, and service delivery. Chapter 4 provides examples of program linkages in Texas, Maine, Minnesota, Ohio, and Arkansas, and provides a comparison of these linkages to help Head Start programs understand the alternatives which may be available to them through the Medicaid program. Contains an appendix of regional contacts and state contacts. (MOK)

ED 400 032 PS 024 275

Vella, Jane; Uccellani, Valerie
Learning To Listen to Mothers: A Trainers' Manual To Strengthen Communication Skills for Nutrition and Growth Promotion.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of Nutrition.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; *Health Personnel; Health Services; Interpersonal Communication; Job Training; *Mothers; Nutrition; Parents; *Physical Development; *Supervisory Training; Training Methods; *Workshops
IDENTIFIERS- Field Agents

Counseling mothers of small children in effective growth monitoring and promotion is both an art and a science. Virtually all primary health care programs contain a Growth Monitoring and Promotion component (GMP). It is vital that supervisors and community health workers of GMP programs have a clear understanding of why communication skills are necessary to make GMP work for mothers. This manual is designed to train field supervisors of GMP programs, along with community health workers, in the art of effective listening and communication with mothers. Trainers can use this manual to plan and conduct a workshop on interpersonal communication for growth promotion. Part 1 of the manual provides an introduction to and preparation for conducting workshops. Part 2 details the following workshop sessions: (1) "Opening the Two-Day Workshop"; (2) "Communication in Growth Promotion: Making it Better; (3) "Mothers and Health Promoters Learn from Each Other"; (4) "Steps toward Good Communication"; (5) "Practice Using Steps toward Good Communication"; and (6) "Review, Evaluation, and Follow-Up." Part 3 of the manual includes resources for participatory training activities, a sample invitation to participants, and sample questionnaire and observation forms. (BGC) references. (BGC)

ED 400 050 PS 024 521

Lipsitt, Lewis P., Ed.
Violence: Its Causes and Cures. An Edited Transcript of a National Symposium (Providence, Rhode Island, February 28, 1994).
PUB DATE- 28 Feb 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Antisocial Behavior; *Child Behavior; Child Psychology; *Crime; *Delinquency; Family Environment; Prevention; Public Policy; Social Change; *Social Problems; Statistics; Television; Television Viewing; *Violence; Youth
IDENTIFIERS- Firearms; Sizer (Theodore R); *Societal Needs

This document is an edited transcript of the addresses given at a symposium on violence at Brown University. The "Foreword" (Lewis P. Lipsitt) calls for better methodologies or "path analyses" to show the courses of development that conduce to criminal careers, family destruction, and community insouciance. Keynote speeches include: (1) "Improve Children's Television Choices" (Peggy Charren), which asserts that commercial television has largely abdicated its educational responsibility; the author calls for enforcement of the Children's Television Act of 1990 and more concern and action by parents and teachers; (2) "A Path Analysis of Violence" (Jeffrey B. Pine), posits a direct correlation between violence in the home and violence later committed by juveniles; (3) "Reduce Violence in Schools by Knowing and Respecting Students" (Theodore R. Sizer); and (4) "Reduce Violence by Banning Handguns" (Senator John H. Chafee). The document also includes a panel discussion and pre-symposium surveys. The appendix includes the Department of Justice Statistics on "Violent Crime in the United States" (March 1991). (BGC)

ED 400 051 PS 024 522

Safety Barrier Guidelines for Home Pools and How To Plan for the Unexpected.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Accidents; Alarm Systems; Child Health; Children; *Consumer Protection; *Safety; *Safety Education; Safety Equipment; *Swimming Pools
IDENTIFIERS- Child Safety; *Water Safety

Each year, hundreds of young children die and thousands come close to death due to submersion in residential swimming pools. The United States Consumer Products Safety Commission studied data on drownings and child behavior, as well as information on pool and pool barrier construction, and concluded that the best way to reduce child drownings in residential pools was for pool owners to construct and maintain barriers that would prevent young children from gaining access to pools. The Commission policies and programs; (4) leaders see numerous individuals and organizations advocating different, often conflicting, legislative agendas for children and families; (5) child/family advocates are perceived as liberal and Democratic, whereas increasingly the leadership in state legislatures is moderate or conservative and Republican; (6) leaders are unaware of any cohesive, effective grassroots constituency for children in their states; (7) most leaders are unclear about child/family advocates' roles and are not predisposed to work closely with them; (8) some strategies promoted by child/family advocates are viewed by legislative leaders as irrelevant or counterproductive; (9) child/family advocate groups do not have the training, funding, and flexibility to develop and implement effective strategies; and (10) state legislative leaders need to become more pro-active in seeking out information on child and family issues. (KDFB)

ED 400 069   PS 024 572

Johnson, Robbin B.
The Effectiveness of Preschool Education on Academic Achievement.
PUB DATE- May 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Elementary School Students; Followup Studies; Grade 3; Mathematics Achievement; Minority Groups; *Outcomes of Education; *Preschool Education; Primary Education; Program Evaluation; Reading Achievement
IDENTIFIERS- Illinois (Chicago)

This study examined the impact of preschool education on the academic achievement of 100 third graders from May Community Academic Public School in Chicago, Illinois. The subjects were all minority students. A random sample of 30 students per group was selected from the 55 students who had received preschool education and the 45 who had not. The mathematics and reading results of the Iowa Tests of Basic Skills were used as the achievement measure. Findings indicated that third graders who had preschool experience had significantly higher reading and mathematics achievement scores than third grades who had not had preschool education. (KDFB)

ED 400 070   PS 024 578

School Lunch Program: Role and Impacts of Private Food Service Companies. United States General Accounting Office Report to Congressional Committees.
PUB DATE- Aug 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Children; *Contracts; Dining Facilities; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; Federal Regulation; *Food Service; Food Standards; *Lunch Programs; Nutrition; Nutrition Instruction; Private Sector; *Privatization; Vending Machines
IDENTIFIERS- Brand Names; Department of Agriculture; *Fast Foods; Healthy Meals for Healthy Americans Act 1994; *School Lunch Program

In the Healthy Meals for Healthy Americans Act of 1994, Congress

Q Set (California Q Set for age 20), the Symptom Checklist, the National Youth Survey, and a peer acceptance measure using sociometric procedures or a social network interview (age 20). Findings indicated that consistency of personality is related to ego resiliency and to supportive relationships with peers. Resiliency and peer acceptance predicted later consistency of personality, and personality consistency predicted later resiliency and perceived peer support. Personality consistency as perceived by peers predicts later externalizing problems, especially violent behavior and excessive use of alcohol. Self-reported personality consistency predicted later internalizing problems, especially in the areas of sensitivity and distrust in personal relations and in feelings of hostility towards others. From a transactional perspective, results suggested that personality consistency from childhood to young adulthood is accompanied by social competence and by adequate social relationships. (Contains 19 references.) (KDFB)

ED 400 086 PS 024 602

Wasson, Rebecca; And Others
Development and Piloting of the Prosocial Attitude Blank.
PUB DATE- Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Child Behavior; Cognitive Development; Cognitive Style; *Ethical Instruction; *Ethics; Family Environment; Friendship; Helping Relationship; Interpersonal Relationship; *Moral Development; Moral Values; Peer Relationship; *Prosocial Behavior; Risk; *Social Behavior; Social Development; Social Values; Values
IDENTIFIERS- Kohlberg (Lawrence); Mid South Educational Research Association; *Prosocial Attitude Blank

The Prosocial Attitude Blank (PAB) was designed to assess interpersonal values and ethical awareness of elementary school children. PAB was administered to 405 elementary students as one component of the evaluation of an intervention program designed to reduce interpersonal conflicts, increase literacy skills, and enhance children's ethical behaviors. PAB's conceptual model synthesized contemporary thinking on social helping behaviors. The instrument contained five "pretend" situations involving varying relationships to persons-in-distress: self, sibling, friend, unknown peer, and unseen other of nonspecific age. Students were asked what they would do, and their reason for the action, in an open-ended format. Potential costs of ameliorating distress were not stated in the instrument's items; instead, students were allowed to project costs as reasons for their actions. Pilot findings suggested that prosocial development might be more complex than previously believed. Rather than considering children's ethical awareness and behaviors in terms of developmental sequences across situations, it might be more appropriate to consider them in terms of changing contextual factors in children's understanding of their world and relationships therein. (Contains 9 references.) (Author/BGC)

ED 400 087 PS 024 603

Design for Partnership. Proceedings of the Consultation on supervise closely; use upbeat music; use size-appropriate equipment; let movement be a matter of choice; involve adults in the workout; and use special themes for each session. The paper includes a sample theme lesson organized around "space and direction" and an appendix which includes results from a 1991 Canadian survey of physical activity programs available at day care centers. Contains 11 references. (EV)

ED 400 104 PS 024 650

Guidelines for School Health Programs To Promote Lifelong Healthy Eating. Morbidity and Mortality Weekly Report: Recommendations and Reports, Volume 45, June 14, 1996.
PUB DATE- 14 Jun 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Health; Community Support; Diseases; *Eating Habits; Health Education; Learning Activities; *Nutrition Instruction; *Policy Formation; Prevention; *School Role; Teaching Methods; Young Children

School-based nutrition programs can play an important role in promoting lifelong healthy eating. Healthy eating patterns in childhood and adolescence improve childhood health and prevent health problems. School health programs can help children attain full educational potential and good health by providing them with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy eating behaviors. This report summarizes strategies most likely to be effective in promoting healthy eating among school-age youths and provides nutrition education guidelines for a comprehensive school health program. These guidelines, based on a review of research, theory, and current practices, were developed by Centers for Disease Control (CDC) in collaboration with experts from universities and from national, federal, and voluntary agencies. The guidelines include recommendations on seven aspects of a school-based program to promote healthy eating: (1) school nutrition policy; (2) nutrition education; (3) appropriate instruction for students; (4) integration of school food service and nutrition education; (5) staff training; (6) family and community involvement; and (7) program evaluation. Contains 229 references. (MOK)

ED 400 105 PS 024 653

Piotrowski, Caroline C.; And Others
Parental Beliefs concerning Sibling Aggression at Home: Maternal Reports.
PUB DATE- Aug 96
NOTE- 19p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Emotional Response; Foreign Countries; *Intervention; *Mother Attitudes; *Parent Child Relationship; *Sibling Relationship; Siblings

Sibling conflicts are formative opoortunities for children to

McBride, Brent A.; Rane, Thomas R.
Father/Male Involvement in Early Childhood Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Father Attitudes; *Fathers; Males; *Parent Child Relationship; *Parent Participation; Parent Responsibility; *Parent School Relationship; Young Children
IDENTIFIERS- ERIC Digests

Given the support for increased involvement of parents in their children's schooling and the positive contribution men can make to children's development, it is important to reach out specifically to fathers or other significant males in parent involvement efforts for pre-kindergarten and early childhood programs. This digest discusses barriers to male involvement, including: (1) fathers' fears of exposing inadequacies; (2) ambivalence of program staff members about father involvement; (3) gatekeeping by mothers; and (4) inappropriate program design and delivery. The digest also offers the following suggestions for educators who are planning initiatives targeted at men: (1) be specific about goals; (2) acknowledge resistance to initiatives; (3) identify significant male role figures; (4) provide training and support services for staff; (5) train female facilitators to accept male involvement; (6) do not neglect mothers; (7) go slowly; and (8) do not reinvent the wheel. (LPP)

ED 400 124 PS 024 741

Brophy, Jere
Working with Perfectionist Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Aspiration; Academic Failure; Achievement Need; Attitude Change; Cognitive Restructuring; Elementary Secondary Education; Goal Orientation; Learning Motivation; Personality Traits; *Student Attitudes; Student Characteristics; *Student Motivation; Teacher Expectations of Students; Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests; *Perfectionism; *Student Expectations

Perfectionist students are not satisfied with merely doing well or even with doing better than their peers. They are satisfied only if they have done a job perfectly. Problems associated with forms of perfectionism that focus on seeking success are relatively minor, but problems associated with forms of perfectionism that focus on avoiding failure can be destructive to achievement motivation. This digest lists the characteristics of student perfectionism, including: (1)

evolved from a memorial of this battle into a more encompassing celebration of Mexican cultural pride and accomplishment. The book's introduction provides tips on casting, staging, costumes, and use of Spanish words, while introductions to individual plays give background information. Includes a glossary of Spanish words, a bibliography, costume illustrations, and a short biographical note about the author. (TD)

ED 400 141 RC 020 732

Kraybill, Donald B., Ed.
The Amish and the State.
PUB DATE- 93
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compulsory Education; Constitutional Law; *Court Litigation; *Culture Conflict; Elementary Secondary Education; Foreign Countries; Government Role; *Parent Rights; *Political Attitudes; Religious Cultural Groups; *Religious Differences; Rural Education; Social Attitudes; State Church Separation; United States History
IDENTIFIERS- *Amish (Old Order); Canada; *Religious Freedom; Wisconsin v Yoder

The opportunity for religious freedom brought the Amish from Europe to North America as early as 1737. And for many generations, conflicts between the Amish and the U.S. government were limited to Amish objections to military service. However, as the government's regulatory power grew in the 20th century, clashes between the Amish and the state escalated dramatically. This book explores the unique series of conflicts between the Amish and the U.S. government during 1925-75. A separate chapter chronicles the interactions between the Amish and Canadian officials. Chapter 1 provides an introduction to the Old Order Amish as well as a conceptual framework for interpreting the confrontations ensuing between the Amish and the state. Chapters 2-10 focus on the Amish view of the state and on areas of conflict over military service and conscription, Social Security and taxes, education, health care, land use and zoning, and regulation of slow-moving vehicles. The chapter on education traces the many conflicts leading to the Supreme Court ruling in support of the claim that compulsory schooling after the eighth grade endangered Amish religious freedom. This ruling granted Amish parents the right to refuse to send their children to high school. This chapter also explains how compulsory public education conflicts with Amish religious beliefs. The last two chapters assess the role and influence of sympathetic outsiders in many of the legal battles and the role of the Amish in preserving religious liberty in the United States. Chapters include: (1) "Negotiating with Caesar" (Donald B. Kraybill); (2) "The Amish View of the State" (Paton Yoder); (3) "Military Service and Conscription" (Albert N. Keim); (4) "The National Amish Steering Committee" (Marc A. Olshan); (5) "Education and Schooling" (Thomas J. Meyers); (6) "The National Committee for Amish Religious Freedom" (William C. Lindholm); (7) "Social Security and Taxes" (Peter J. Ferrara); (8) "Slow-Moving Vehicles" (Lee J. Zook); (9) "Health Care" (Gertrude Enders Huntington); (10) "Land Use" (Elizabeth Place); (11) "The Role of Outsiders" (Robert L. Kidder); (12) "Canadian Government Relations" (Dennis L. Thomson); and (13) "First Amendment

(Tribe); *Educational Needs; Foreign Countries; Illiteracy; *Literacy Education; Program Development; Program Proposals; *Relevance (Education)

IDENTIFIERS- *Alberta (North); *Community Viability

This paper overviews a proposal for implementing an adult literacy program in a small tribal community in northern Alberta (Canada). The program would enhance participants' ability to manage change affecting the community's economic, social, and educational circumstances. Recent data indicate that 24 percent of Native Americans in northern Alberta lack literacy skills, 31 percent of students leave school before completing the 9th grade, and 85-97 percent of students do not complete school. Nose Creek is a remote, tribal community of 25-30 Cree, half of whom are adults. Local services are minimal and include a two-room portable public school, electric power (for some), and one mobile phone. Public schooling up to grade 9 is provided in English by one teacher and a local aide. Very few students leave their communities and families to pursue a high school education. Recently, the community has been challenged by social changes that have eroded the traditional economic base and increased the community's dependence on government assistance. Community members realize the importance of literacy development in confronting their changing circumstances and have identified three primary uses for literacy: to improve their ability to effectively communicate with public agencies, to increase their understanding of community management and interaction with mainstream society, and to develop entrepreneurial and employment skills that promote economic independence. Based on these needs, a proposed model for adult literacy education was developed by the Northland School Division, Alberta Vocational Center (AVC)-Lesser Slave Lake, Grande Prairie Regional College, and Nose Creek elders. Based on nontraditional premises, the proposal addresses objectives, learning strategies, curriculum development, instructor role, learning resources, program and student evaluation, program administration, and funding. (LP)

ED 400 158 RC 020 754

Clark, W. Bruce

Distance Education: En Route from Management to Pedagogy.

PUB DATE- 92

NOTE- 16p.; In: Distance Education and Sustainable Economic Development; see RC 020 746.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; Community Development; Computer Assisted Instruction; Consortia; *Distance Education; *Educational Practices; Educational Resources; Educational Technology; Foreign Countries; High Schools; Program Administration; Program Evaluation; Role of Education; *Rural Schools; Shared Resources and Services; *Small Schools; Teacher Role; Telecommunications

IDENTIFIERS- *Alberta

This paper addresses the role of distance education as a means for increasing curricular offerings of small and rural secondary schools. Treating distance education as a "technology" risks repeating the same cycle of false hopes and expectations that has historically accompanied the introduction of technology into education. Instead, efforts should focus on identifying effective educational practices specifically for chemistry, ecology, technology, astronomy, geology, life science, mathematics, and endocrinology. (JRH)

ED 400 180 SE 059 006

Alberta Program of Studies for K-9 Mathematics. Western Canadian Protocol for Collaboration in Basic Education.
PUB DATE- 96
NOTE- 589p.; Also available in a French version entitled "Programme d'etudes de L'Alberta de Mathematiques M-9."
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; Mathematics Instruction
IDENTIFIERS- *Alberta

The curriculum framework for mathematics identifies beliefs about math, general and specific student outcomes, and illustrative examples agreed upon by the six jurisdictions of Western Canada (Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, and the Northwest Territories). The intent is to communicate clearly high expectations for students in mathematics education and facilitate the development of common learning resources. The Alberta Program identifies student outcomes organized within four strands. The strands form the foundation of the common framework and serve as connections across the grades. The strands with their substrands are as follows: Number--Number Concepts, Number Operations; Patterns and Relations--Patterns, Variables and Equations, Relations and Functions; Shape and Space--Measurement, 3-D Objects and 2-D Shapes, Transformations; and Statistics and Probability--Data Analysis, Chance and Uncertainty. The content is stated in terms of student outcomes that are measurable and identify what students are expected to know and do. General outcomes identify what students are expected to know. Specific outcomes are given to identify the component knowledge, skills, and attitudes of a general outcome. Illustrative examples are given to demonstrate the general and specific outcomes. (AIM)

ED 400 181 SE 059 010

Weil, Zoe
So, You Love Animals: An Action-Packed, Fun-Filled Book To Help Kids Help Animals.
PUB DATE- 94
NOTE- 193p.; Illustrated by John R. Gibson.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Activism; *Animals; Elementary Secondary Education; *Environmental Education; Social Action; Student Attitudes
IDENTIFIERS- *Humane Education

This humane education activity book is written for children with the goal of helping them learn to respect animals and the environment. Not only does the guide provide information, introduce new ideas, and encourage critical thinking, it also lets young people know that they can help save animals and the environment. Children are invited to join the Kid Animal Action

Dobert, Raymond
Biotechnology: Education and Training. Special Reference Briefs Series No. SRB 96-08.
PUB DATE- Sep 96
NOTE- 52p.; Updates SRB-92-05.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Biotechnology; *Educational Resources; Elementary Secondary Education; Higher Education; Nonformal Education; Training

This document, prepared by The Biotechnology Information Center at the National Agricultural Library, contains sources of information that can provide a starting point for teachers, university faculty, extension agents, and other education leaders who have an interest in biotechnology education and training. Sections include a bibliography of the current literature in the field of biotechnology education and training, a guide to selected print and electronic resources, an author index, and a subject index. The citations included in the bibliography were drawn from the Agricola and ERIC databases. (JRH)

ED 400 205 SE 059 134

Kardos, Thomas
75 Easy Life Science Demonstrations. Teacher Book.
PUB DATE- 96
NOTE- 75p.; Illustrated by Nicholas Soloway.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biological Sciences; *Demonstrations (Science); Ecology; Intermediate Grades; Middle Schools; Plants (Botany); Science Activities

This book is a collection of life science classroom demonstrations. Explanations that review key concepts are included. Topics are: stimulus and response; gravitropism; phototropism; living organisms; carbon dioxide; gases emitted by plants; greenhouse effect; stomata; transpiration; leaf skeletons; seed growth; water evaporation in plants; carbon dioxide-oxygen cycle; animal circulation; capillarity; cell model; testing for starch, sugar, minerals, fats, protein, vitamins, and water in foods; chlorophyll and chromatography; biodegradable materials; vitamins and minerals; peristalsis; mechanical and chemical digestion; stomach chemistry; digestion; bile; small intestine; heartbeat and pulse; effects of nicotine; indoor plant infestations; biological control of pests; asthma and emphysema; keeping cool; source of living things; asexual and sexual reproduction; insect multiplication; inherited traits; expression of genes; fish and color; habitat; earthworms; metamorphosis; soil and soil erosion; hydroponics; molds; and diffusion. Appendices include: Density of Liquids; Altitude, Barometer, and Boiling Point; Specific Gravity; and Conversion of Temperature Scales. (JRH)

ED 400 206 SE 059 135

Lobb, Nancy
Natural Disasters: Earth Science Readings. Reproducibles.
PUB DATE- 96
NOTE- 150p.
LANGUAGE- English

*Educational Change; Educational Principles; Elementary Secondary Education; Faculty Development; Higher Education; Knowledge Base for Teaching; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; School Role; Teacher Educators; Teacher Role

IDENTIFIERS- *Learning Communities; Professionalization of Teaching; *Teacher Development

A general analysis of professional development school (PDS) efforts indicates that, overall, the partnership efforts that were studied devote significantly less attention to ideas about the nature of schools, learning, teaching, the knowledge base for teaching, and teacher learning and professional development than they devote to establishing university-school arrangements, the mechanics of the operation, and the interpersonal relationships involved in bringing university teacher educators and preK-12 teachers together. New teacher induction appears to be the focus of most PDS efforts, but this induction is compromised by insufficient attention to altering the context in which student teachers and beginning teachers learn to teach. The paper suggests that PDS goals should be focused more directly and intensely on improving student and teacher learning. Efforts to reach these goals should be driven by four visions: (1) schools as morally based communities of learners; (2) learning as experience-based intellectual construction; (3) teaching as professional problem solving; and (4) professional knowledge as the knowledge of practice. In addition, PDS efforts should be connected as much as possible to compatible reform proposals and recent thinking about knowledge construction, professional development, and adult learning. (Contains 27 references.) (IAH)

ED 400 228 SP 036 868

Myers, Charles B.

University-School Collaborations: A Need to Reconceptualize Schools as Professional Learning Communities Instead of Partnerships.

PUB DATE- 11 Apr 96

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; College School Cooperation; Constructivism (Learning); *Educational Change; *Educational Principles; Elementary Secondary Education; *Faculty Development; Higher Education; Knowledge Base for Teaching; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; School Restructuring; School Role; Teacher Educators

IDENTIFIERS- Experienced Teachers; *Learning Communities; Professionalization of Teaching; *Teacher Development

An analysis of school-university collaborative efforts to establish partnerships and professional development schools (PDSs) suggests that most of these efforts focus on the induction of student teachers, interns, and beginning teachers. Little attention is devoted to helping university-based teacher educators or experienced school faculty study their own practice, improve their work, or reform what they do. Nor is there much attention to rethinking or recreating schools as organizations, reconceptualizing student learning, or adding to the knowledge base for teaching. To a large extent, the

Galetto, Paul W.
Building the Foundations of Faith. The Religious Knowledge, Beliefs, and Practices of Catholic Elementary School Teachers of Religion.
PUB DATE- 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Catholic Educators; Catholic Schools; Elementary Education; Elementary School Teachers; *Knowledge Level; *Lay Teachers; *Religious Education; Teacher Background; Teacher Characteristics; *Teacher Qualifications
IDENTIFIERS- *Catholic Church

This report presents data about Catholic elementary school teachers in light of the trend of the last 50 years, moving from teachers who were predominantly members of religious communities to the present when teachers are primarily laity. During the 1993-94 academic year, there were 112,199 teachers in Catholic elementary schools or which 89.5 percent were lay teachers. A systematic cluster sample of 10 percent was taken from this population. The issues investigated fell into four distinct areas: general Christian dogma; Catholic Church discipline (juridical and canonical issues); Catholic positions on morality; and Catholic dogma. It was found that generally lay teachers are well-informed in some areas of religious knowledge but not in others. Lay teachers generally believe as the Catholic Church believes in certain issues, but in others they do not personally accept the Church's beliefs. If religious knowledge and religious belief are important factors in the hiring of lay teachers, then age, number of years of religious education, and kind of certification are the most important characteristics to look for. Ten data tables are provided; the survey instrument is reproduced in the appendix. (Contains approximately 90 references.) (JLS)

ED 400 247 SP 036 972

Brown, Genevieve; Irby, Beverly J.
Administrative Portfolios: A Contemporary Construct for Evaluation.
PUB DATE- 95
NOTE- 12p.; For a related document, see SP 036 973.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Evaluation; Elementary Secondary Education; Evaluation Methods; Higher Education; Models; *Portfolio Assessment; Portfolios (Background Materials); *Principals

In growing numbers of elementary and secondary classrooms, portfolios provide an alternative means of assessing both student and teacher progress. As students and teachers choose the components of the portfolio and become involved in their own learning and assessment, they become more reflective and more critical, thus facilitating self-assessment skills. Additionally, these portfolios enable others to evaluate the portfolio maker's work. It is proposed that administrators might also benefit from portfolio assessment. The administrative portfolio is a purposeful, self-selected collection of artifacts and reflective entries which represent an administrator's growth. The portfolio emphasizes process rather than a final product. It is the process that gives the between mean scores for the treatment conditions. There were statistically and educationally significant differences in knowledge gain from pretest to posttest, and there was an educationally significant difference on the performance measure. In addition, there was an educationally significant treatment-by-course interaction on a measure of knowledge transfer. Students' attitudes toward the video module were positive, and they believed the cases provided useful contexts for learning about AT. (Contains 1 table, 1 figure, and 24 references.) (Author/SLD)

ED 400 265 TM 025 357

Curran, Linda T.
The 1997 Profile of American Youth: Overview.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; Adolescents; *Aptitude Tests; Armed Forces; Career Choice; Computer Assisted Testing; High Schools; High School Students; Incentives; Interest Inventories; *Military Personnel; *National Norms; National Surveys; Pilot Projects; Profiles; Selection; Test Construction; *Test Use; *Vocational Interests
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; National Longitudinal Survey of Youth

The Department of Defense is developing norms for its Armed Services Vocational Aptitude Battery (ASVAB) and the newly created Interest Finder, a vocational interest inventory. The normative effort, called the 1997 Profile of American Youth (PAY97), will be undertaken as part of the Bureau of Labor Statistics' 1997 National Longitudinal Survey of Youth. The national norms that result from this cooperative project will be used for military personnel selection and placement purposes for enlistees and as the basis for career selection in high schools in the student testing program. The ASVAB will be normed in its recently implemented computerized form, and Interest Finder norms will also be developed from its computer version. Methodological studies are being planned to address substantive issues related to procedures and materials for the interview, test administration, and data analysis stages. A participation incentive and performance bonus study has preceded pilot testing involving more than 1,500 examinees. Other studies that are being initiated are studies of the appropriateness of the tests with adolescents, a hardware and environment study, and a pretest of the longitudinal youth survey. The ASVAB and Interest Finder will be administered in the summer of 1997 to the 19,000 subjects of the longitudinal study. Normative information will then be available for the planned uses of both measures. (Contains one figure, two tables, and eight references.) (SLD)

ED 400 266 TM 025 366

Green, Kathy E.
The Use of Person Fit Statistics in Mail Surveys.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12,

psychology approach in English and German second language classes in grades 3-5 of an Italian school. Class activities and teaching formats are described, and the use and results of both interviews and achievement tests to assess student learning are discussed. Contains 123 references and subject and author indexes. (MSE)

ED 399 824 FL 024 157

NABE News, Volume 19.
PUB DATE- 96
NOTE- 350p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; Alaska Natives; American Indians; Asian Americans; *Bilingual Education; Bilingual Education Programs; Bilingual Teachers; Cooperative Learning; Cultural Awareness; Cultural Context; *Educational Policy; Educational Technology; *English Only Movement; Ethnic Groups; Immigrants; Indigenous Populations; Internet; *Language Maintenance; *Language Planning; Language Role; Official Languages; Parent Participation; Policy Formation; Program Descriptions; Program Design; *Public Policy; Staff Development; Student Characteristics
IDENTIFIERS- Goals 2000; Two Way Bilingual Education

Volume 19 of the newsletter of the National Association for Bilingual Education, which spans the period from September 1995 to August 1996, contains a variety of articles on issues and developments in bilingual education policy and programs, including: two way bilingual education; language information from the 1990 Census; cultural influence and learning styles among Korean students and Korean-Americans; American Indian and Alaska Native education; affirmative action; federal policy formation and appropriations; the English-only movement; English-as-a-second-language (ESL) teaching; educational technology and language-minority students; Asian-American student diversity; bilingual program staff development; cooperative learning; stabilizing indigenous languages; ESL for home use; Internet resources; Laotian students; program administration; teaching linguistically diverse populations; parent involvement and influence; Goals 2000; bilingual teacher education; local policy formation; software selection; classroom first language use; special education; urban education; native language instruction; program exit criteria; and Chinese-American child literacy education. Program descriptions, editorials, professional notes and resources, event calendars, and book reviews are also included in each number. (MSE)

ED 399 825 FL 024 258

Tegey, Habibullah; Robson, Barbara
A Reference Grammar of Pashto.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 243p.
LANGUAGE- English; Pashto
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Adjectives; Alphabets; Diachronic Linguistics; Form Classes (Languages); *Grammar; *Language Patterns; Language Usage; Linguistic Borrowing; Literature; Morphology (Languages); Nouns; Oral Language; *Pashto; Phoneme Grapheme

College; *Student Financial Aid; *Student Loan Programs;
Vocational Education; Work Study Programs
IDENTIFIERS- Department of Education; Family Education Loan
Programs; Pell Grant Program; Perkins Loan Program; Stafford
Student Loan Program; Supplemental Educational Opportunity
Grants

This booklet is intended to help high school students approaching graduation identify sources of financial assistance for postsecondary education. A question-and-answer format is used in the 10 sections which address the following topics: (1) general information (what is available from the Department of Education, criteria for applying, how to apply); (2) telephone numbers (sources of assistance in filling out applications for financial aid); (3) Federal Pell Grants (how much one can receive, how the grants are paid); (4) loans for students (how to apply for a Stafford Loan, how the funds are provided, interest accumulation, financial limits, repayment procedures); (5) loans for parents (application procedures, criteria, financial limits to the loans, who receives the funds, interest rate, repayment procedures); (6) common loan questions (charges other than interest, repayment schedules, cancellations); (7) campus-based aid (Federal Supplemental Educational Opportunity Grants, Federal Work-Study, Federal Perkins Loans); and (8) general questions (how to avoid borrowing too much, what to do next). (MAH)

ED 399 845 HE 029 440

Satterlee, Brian
Continuous Improvement and Quality: Implications for Higher Education.
PUB DATE- Sep 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Curriculum Development; Definitions; *Educational Change; *Educational Quality; Elementary Education; Elementary Secondary Education; Governance; Higher Education; Models; *Organizational Development; Pilot Projects; *Program Improvement; Secondary Education; *Total Quality Management; Vocational Education
IDENTIFIERS- Malcolm Baldrige National Quality Award; Muhlenberg College PA; Reform Efforts

This paper reviews the literature pertaining to Total Quality Management (TQM) and its application in educational settings, especially at institutions of higher education. The review is organized into the following topical areas: the concept of "quality" (usually involving customer satisfaction, executive-level leadership, and employee involvement); TQM philosophy (including use of cross-functional teams), the Baldridge Educational Pilot Program (with 11 criteria for quality education programs); the Muhlenberg College Project (which has been applying TQM to every facet of campus life since 1992); elementary and secondary school renewal; school governance renewal; vocational school renewal (at the George Westinghouse Vocational & Technical High School in New York City); college/university business curriculum renewal (with applications in eight areas of the business curriculum); and TQM in the university. The following implications of TQM for higher education are presented as recommendations: (1) clearly define the concept of quality; (2) recognize the four

DESCRIPTORS- Academic Achievement; *Academic Standards; *Admission Criteria; Business Education; Change Agents; *Change Strategies; College Admission; Foreign Countries; Guides; Higher Education; Interviews; *Liberal Arts; Professional Associations; *School Administration; Science Education; Secondary Education; Social Sciences; Standards; Testing; *Vocational Education

IDENTIFIERS- *Australia

This report summarizes what occurred in Australian education from 1983-89. This compilation of updated information is designed for use by U.S. college admissions officers who review Australian credentials at both the secondary and tertiary levels. Findings are based on letters, interviews, bulletins, handbooks, and actual credentials. At the secondary level, the trend is to depend less on external examinations at the end of Years 10 and 12, and more on school results and continuing standardization of grading across subject areas. A proposal to introduce a course to lead to the Diploma of Tertiary Studies, presented in 1988, is expected to attract Year 12 and higher education school leavers interested in a general course with a vocational component. This course, consisting of 2 years of coursework and 1 year of work experience, aims to provide a broadly based education in science and technology, business and vocational studies, or social science and humanities. Sample educational certificates at the secondary and tertiary level from various Australian states and territories are included. A list of additions and corrections to the list of Australian professional boards and associations appearing in the 1983 volume is attached. (CK)

ED 399 865 HE 029 500

The Admissions Profession: A Guide for Staff Development and Program Management.

PUB DATE- 91

NOTE- 127p.; This document was previously titled: "The Professional Development Guidelines for Admissions Officers: A Self-Audit." Reprinted 1995.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Accreditation (Institutions); *Administrator Education; Administrator Guides; *Admissions Officers; College Administration; *College Admission; Higher Education; Institutional Research; Instructional Materials; Job Analysis; Occupational Information; Personnel Selection; *Professional Development; Program Administration; Self Evaluation (Groups); *Staff Development; Standards; Student Recruitment

This guide is designed to assist in college admissions staff development and program management, but is also suggested for use in training and accrediting efforts, presentations on admissions tasks, internal or external evaluations, preparation of periodic reports, and as a self-paced workbook when preparing for the admission profession, or for employment interviews. Chapters address: college admissions mission, goals, and objectives; principles of enrollment management, projection, planning, marketing, and retention; program organization and administration, including budgets; human resource management (staffing, defining responsibilities, preparation and competencies, training methodology, evaluation, This book presents 11 author-contributed chapters concerning the role of adjunct college faculty, ways that such faculty members can obtain resources to maximize their effectiveness, and relationships of adjuncts with other faculty and the administration. Chapters have the following titles and authors: (1) "Program Policies and Administration" (Virginia Bianco-Mathis and Lorri Cooper); (2) "Adult Learning: Philosophy and Approach" (Kathy M. Naylor); (3) "Developing Instructional Objectives, Lesson Plans, and Syllabi" (Theodore E. Stone); (4) "Teaching Methods and Strategies" (John Fry and others); (5) "Connecting with Cooperative Learning" (Barbara J. Millis); (6) "Active Learning Designs: Simple Techniques To Make Your Teaching Dazzle" (Rebecca Birch); (7) "Facilitating Classroom Learning" (Margaret Sears and Penny Ittner); (8) "Evaluation of Students" (Linda M. Raudenbush); (9) "Evaluation of the Course and the Adjunct" (Edward J. Marits); (10) "Professional Development of Adjunct Faculty" (Edward J. Marits); and (11) "Putting It All Together" (Cynthia Roman). (Most chapters contain references.) (CK)

ED 399 883 HE 029 519

Brown, David W., Ed.
Higher Education Exchange 1994.
PUB DATE- 94
NOTE- 62p.; For the 1995 and 1996 editions, see HE 029 520-521 respectively.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140),Collected Works - General (020)
DESCRIPTORS- Activism; *College Students; Community; Conflict Resolution; Cultural Influences; *Cultural Pluralism; Drama; Educational Development; Empathy; Higher Education; History; *Human Relations; *Intergroup Relations; Interpersonal Communication; Multicultural Education; Opinions; *Political Correctness; *Political Issues; Race; *Racial Relations; Theater Arts
IDENTIFIERS- *Diversity Concept

Seven articles explore ways in which students, administrators, and faculty can initiate and sustain conversation about the public life they share, and about dealing with the multiculturalism of today's campuses. The articles are: (1) "Backing into the Future: Columbus, Cleopatra, Custer, & the Diversity Revolution" by Carlos E. Cortes, which examines issues of political correctness in the history curriculum; (2) "Moderating Excess: Monocultural Roots of Multiculturalism" by Benjamin R. Barber, which suggests that "honest multiculturalism" will acknowledge and explore its "monocultural roots"; (3) "Shredding the Race Card" by Eric Liu, who urges young people to extricate themselves from the 1960s agenda and create a new one for themselves; (4) "Political Correctness: On How To Begin the Discussion" by Manfred Stanley, who identifies a new "politics of empathy"; (5) "Community and Group Identity: Fostering Mattering" by Daryl G. Smith, who sees memberships and participation as important for community-building; (6) "Under the Skin" by John Lahr, who reviews Anna Deavere Smith's dramatic dialogues about race, listening to strangers, and the importance of hearing voices and not just relying on the printed word; and (7) "Dialogue To Change Conflictual Relationships" by Harold H. Saunders and Randa Slim, who sketch a political process in their international work that may be of value to campuses with deep divisions and factions. (The Smith paper contains

Title IV eligibility and certification requirements; John B. Childers, of The College Board, who reported on the Board's experiences with financing postsecondary education; Margot Schenet, of the Congressional Research Service, who gave testimony about who gets student aid and where they go to school; Michael T. Nettles, of the United Negro College Fund, who addressed enrollment trends for minority students; and Thomas M. Rutter, Director of Financial Aid at San Francisco State University, who talked about the role of the financial aid administrator. Also included is the transcript of the question-and-answer period which followed the oral testimony and the supporting documentation provided by each respondent. (CH)

ED 399 903 HE 029 539

Hearing on Campus Crime and H.R. 2416 To Amend the Higher Education Act of 1965 To Require Open Campus Security Crime Logs at Institutions of Higher Learning before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Economic Aid and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, Second Session.
PUB DATE- 6 Jun 96
NOTE- 354p.; Contains pages of small print that may not reproduce clearly. Serial No. 104-56.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Campuses; Colleges; Compliance (Legal); *Crime Prevention; Hearings; *Higher Education; *Law Enforcement; *School Security; Security Personnel; Universities; *Victims of Crime
IDENTIFIERS- *Crime Awareness and Campus Security Act 1990; Proposed Legislation; Student Right to Know and Campus Security Act

This Congressional hearing report covers testimony given to the Subcommittee on Postsecondary Education, Training and Life-Long Learning relating to the issue of crime on college campuses. Specifically the testimony addressed a proposed bill before the House of Representatives, the Open Campus Police Logs Act, which would amend the Higher Education Act of 1965. Testimony also addressed the effectiveness of the existing Crime Awareness and Campus Security Act of 1990, which was included as part of the Student Right to Know Campus Security Act, enacted to provide reliable information to parents and students about criminal activity on college campuses. Transcripts are provided of the testimony of witnesses concerning: the effectiveness of the existing law, how the law is being administered by the Department of Education, whether schools and the Department have been abiding by both the spirit and requirements of the law, what suggestions witnesses have for further changes to the law, and views of proposed Open Campus Police Logs Act. Transcripts are included of statements offered by five concerned private individuals, two school administrators, and David Longanecker, Assistant Secretary for Postsecondary Education. In addition to the oral testimony, prepared statements, letters, and supplementary materials are included in the report. (CH)

ED 399 904 HE 029 540

Abuses in Federal Student Grant Programs: Proprietary School Abuses. Hearing before the Permanent Subcommittee on speech codes, the dumbing down of admissions standards and curricula, the campus witch hunts, and the anti-Western zealotry that masquerades as "multiculturalism." Part 1, "The New Academy", discusses the rejection of Western values; multiculturalism from the vantage points of student diversity, moral relativism, political and social ideology, and enforcement of conformity in behavior and attitudes; the education of Generation X, with details about grade inflation, curriculum content, courses characterizing Westerners as oppressors, and courses inculcating radicalism. Part 2, "The New Culture", discusses the stages of oppression, including "institutional racism," "homophobia," "sexism," and resentment compounded by frustration; campus similarities with the witch-hunting tendencies of colonial Salem, Massachusetts; the ethos of the egalitarian elite; and the culture of blame and other problems. Finally, the book details the changes necessary to reverse the disintegration of American colleges and universities and to restore academic excellence. (Individual chapters contain references.) (CK)

ED 399 922 HE 029 558

New Projections of Oregon High School Graduates and OSSHE Enrollment. Issues and Analysis.
PUB DATE- Sep 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Birth Rate; *Educational Demand; *Enrollment Projections; Enrollment Rate; *Enrollment Trends; Full Time Students; Higher Education; High School Students; Public Schools; *School Demography; State Colleges; State Universities; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Oregon

This document presents data in lists, graphs, and tables on high school graduation rates in Oregon and enrollment in the Oregon State System Higher Education Enrollment (OSSHE). The data presented include figures showing historical and projected data on Oregon Public and Private High School Graduates for 1981-82 through 2011-12; Oregon Births, 1960-61 to 1994-95; comparison of high school graduates projections during 1992-93 through 1995-96; survival rates used in projections made 1992-93 through 1995-96; ratio of public high school graduates to twelfth-grade enrollment, 1988-89 through 1994-95; projections using survival rates for 1991-92 through 2004-05; adjustments to the current projection to 1992-93 survival rates; methods used on Oregon state system enrollment projections; OSSHE enrollment demand estimates before and after Ballot Measure 5, historical and projected Fall base enrollment data for 1989-90 through 2004-05; and projected fall headcount and three-term and full-time enrollment, 1994-95 through 2004-05. (CK)

ED 399 923 HE 029 559

Facilities Inventory and Utilization Study. Fall of 1995 for the State of North Carolina. Twenty-Ninth Edition.
PUB DATE- Sep 96
NOTE- 206p.; For the previous edition, see ED 387 064.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Degree Requirements; *Degrees (Academic); Educational Needs; Educational Objectives; Foreign Countries; Higher Education; *Library Education; *Library Science; Program Implementation
IDENTIFIERS- *Pacific Islands; South Pacific

A library training program was developed in the Pacific Islands by the University of the South Pacific. During the early years of library training (1972-1980), the professional library staff at the university provided a semi-formal training program for non-professionals in the form of a series of one-week workshops. A total of 72 people completed this program. By 1981, a Certificate in Librarianship consisting of six required courses was offered through distance education. By the mid-1980s, the need for a diploma in library information studies was recognized, and extensive outside expert involvement in the program has strengthened the curriculum substantially. Authors of the curriculum and the course materials now come from a broad range of the world's professional and academic library community. Admission to the new university program requires a specific academic/experiential background, and six out of the nine library information courses are required to complete a degree. Some of the course and details about their implementation are described. Three appendices include geographic size and population of the Pacific Islands, number of graduates by country and by year, and a description of courses for the diploma in library science. (SWC)

ED 399 941 IR 056 056

Bawa, Rookaya
The Role of the Public Library in Supporting Education in the Natal Region.
PUB DATE- 93
NOTE- 7p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Apartheid; Equal Education; Foreign Countries; Library Administration; Library Funding; *Library Role; *Library Services; *Public Libraries; *Racial Bias
IDENTIFIERS- *South Africa (Natal)

This paper describes the status of library services in Natal, South Africa. Fragmented services dominate the area, with public, urban, and school libraries existing in complete autonomy from each other and ambivalent about each other's existence. Within school libraries, provision of services varies widely and reflects the wider apartheid structure of privilege that is racially defined. This difference is found in all elements of a school library service--materials, staff, accommodation, organization, and funding. Provincial libraries, way for students to capture the history and lives of people not recorded and become a part of preserving history and culture. This paper presents a bibliography of sources of the theory and practices of oral history; curriculum guides; and examples of oral history in the classroom. The address for the Oral History Association is also provided. (Author/AEF)

ED 399 959　　　IR 056 075

Stack, Jack
Literacy and the Inner City Child.
PUB DATE- Feb 95
NOTE- 5p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; Elementary Secondary Education; *Inner City; Learning Activities; *Library Role; *Library Services; *Literacy Education; Reading Interests; Reading Skills; *School Libraries; Special Needs Students; Urban Education

It is the responsibility of school librarians to provide the specialized assistance necessary to serve inner city children. Although there have been new titles depicting the life of the inner city child, these are not abundant in the library collection. School librarians must understand how children learn to read so that they can provide proper instruction. Another significant factor in the literacy development of children is modeling behaviors. Negative attitude toward reading may develop in children who come from home environments where reading is not nurtured or reinforced. Some strategies for developing literacy in inner city children include understanding their background and interests; presenting the children with a comfortable environment in which to listen and read; capturing their interests and imagination through story telling; organizing a literacy group which involves parents; encouraging them to set up a reading routine; presenting them with a variety of literature; and incorporating literacy instruction with other subject matter. (AEF)

ED 399 960　　　IR 056 076

Visscher, Helga B.
Looking at Britain's National Curriculum for English: Promoting Long Established Children's Fiction and Stories from a Variety of Cultures and Traditions.
PUB DATE- Feb 95
NOTE- 13p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *British National Curriculum; *Childrens Literature; Educational Finance; Foreign Countries; Information Skills; Library Materials; Library Skills; National Competency Tests; *National Programs; *Reading Materials; Secondary Education;

Sandford Fleming College, in Ontario, to respond to changing student demographics, educational demands, and reduced funding. Following opening remarks by the college president providing an overview of the strategies and the use of all-staff meetings to generate responses from the campus community, repositioning strategies are detailed in the areas of: (1) academic redesign, including the suspensions/modifications of programs and new techniques for program delivery; (2) financial strategies to reduce program and non-salary costs and to increase revenue; (3) space consolidation by vacating off-campus facilities during summers; (4) human resources strategies, including an early retirement plan for staff and hiring freezes; and (5) a new organizational structure designed to make the college learner-centerd, flexible, and customer-focused. The report provides an overview of organizational attributes under the new structure; key features of the structure, including six centers of specialization and a learning resource center; and a discussion of benefits to students. Finally, appendixes provide a description of desired organizational attributes and design principles guiding the new structure, organizational charts of the college and divisions, a summary of results from a survey of student satisfaction, and a discussion of the role of leadership and teams in the new centers of specialization. (AJL)

ED 399 979 JC 960 567

Katsinas, Stephen G.; And Others
A Study of Community College Participation in the JOBS Program: A Report to America's Community Colleges.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Office of Family Assistance.
PUB DATE- Jun 95
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; *College Role; *Community Colleges; Employment Services; Institutional Characteristics; *Job Skills; *Job Training; Labor Force Development; National Surveys; *School Involvement; Two Year Colleges
IDENTIFIERS- *Job Opportunities and Basic Skills Program

This two-part report presents quantitative and qualitative data from a 1994 national study of community college participation in the Job Opportunities and Basic Skills (JOBS) program, a transitional welfare-to-work program. Following a preface, an executive summary reviews the study methodology, indicating that 277 colleges out of 1,170 surveyed participated in the study, and describes findings and conclusions. An introduction then provides a brief history of federal welfare programs, a description of the JOBS program, and a review of difficulties experienced by states in implementing JOBS. This section also highlights the importance of effective coordination among participating agencies and the key role of community colleges in providing workforce training under JOBS. Part 1 then analyzes results from the study related to the characteristics of responding colleges, their level of involvement in JOBS policy development, barriers to the effective delivery of the JOBS program, and the level of collaboration between state agencies and the colleges. This part indicates that there was a significant increase in the participation of community colleges in providing services to JOBS participants from 1990 to 1994, that welfare-to-work transition services are well established,

Jacobs, James; Teahen, Roberta C.
We're Doing It: Michigan Models for Academic and Occupational Integration.
PUB DATE- 2 Feb 96
NOTE- 20p.; Paper presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (4th, Orlando, FL, January 31-February 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); Community Colleges; *Course Descriptions; *Curriculum Development; *Educational Innovation; *General Education; Improvement Programs; *Integrated Curriculum; Interdisciplinary Approach; Liberal Arts; Pilot Projects; State Programs; Teacher Participation; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- Michigan

Beginning in 1995, the Michigan Department of Education sponsored pilot projects at the state's community colleges to develop curricular learning models and/or courses that integrate liberal arts or general education into vocational programs, identify and document faculty collaboration between liberal arts and occupational programs, and determine barriers interfering with the integration process. Throughout 1995, workshops and seminars were held with project teams and by fall 1995 at least four colleges had completed pilot projects. Delta College developed a nursing project integrating an introduction to health care, a health care ethics, and a writing class into a learning community model. At Henry Ford Community College, a technical physics course was developed that frames course modules within industrial situations. Macomb County Community College implemented a business and technical writing course designed by faculty from the English, Technology, and Accounting Departments, while at Northwestern Michigan College, a multidisciplinary course was developed focusing on the necessary skills for entry-level workers in high-performance manufacturing organizations. Common themes arising from the projects included the use of innovative pedagogical approaches, the lack of articulation between the new models and existing high school and college curricula, a focus on communication skills, the existence of clear target audiences for each project, the need to overcome existing institutional climates resistant to change, and the importance placed on assessment. A directory of participants is appended. (HAA)

ED 399 998 JC 960 593

Teahen, Roberta C.
Curriculum Models: Integration of Academic and Occupational Content.
PUB DATE- 19 Apr 96
NOTE- 29p.; For a related discussion of initiatives at Michigan community colleges, see JC 960 592.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Community Colleges; *Curriculum Development; Educational Change; Educational Improvement; *Educational Strategies; Education Work Relationship; *Integrated Curriculum; Program Development; State Programs;

PUB DATE- Aug 96
NOTE- 40p.; Ed.D. Practicum Paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Course Evaluation; Developmental Studies Programs; Evaluation Criteria; *Grade Point Average; High Risk Students; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; *School Holding Power; *Student Attitudes; *Study Skills; Two Year Colleges
IDENTIFIERS- Rochester Community College MN

In winter 1995, a study was conducted at Rochester Community College (RCC), in Minnesota, to examine the effectiveness of a study skills class (SS198). Specifically, the study sought to determine if the course met established criteria of retaining 50% of completers in good academic standing for 1 year, to compare retention rates to non-enrolled developmental students, and to gather feedback on the best and worst aspects of the class. Data were gathered from a literature review, a survey of students enrolled in winter 1995, and enrollment and grade point average (GPA) records from RCC's student information system. Study findings included the following: (1) 9 of the 20 developmental students enrolled in SS198 were still attending RCC 1 year later, less than the desired 50%; (2) these 9 students had an average GPA of 2.5; (2) of a sample of 20 developmental student who did not take SS198, only 4 were enrolled 1 year later; (3) these 4 students had an average GPA of 2.6, not significantly different from that of SS198 completers; (4) the elements of the course receiving the most favorable responses were the Internet topics, the variety of topics addressed, and the outside activities; and (6) the elements receiving the most negative responses were the Internet topics and the fact that the class met only once a week. Contains 25 references. The survey instrument and data tables are appended. (HAA)

ED 400 016 JC 960 615

Isbell, Tom; And Others
As Worlds Collide: A Central Arizona College Learning Community.
PUB DATE- 96
NOTE- 13p.; Document prepared as an application for the 1996 David Pierce Work Force Leadership Awards, Section IV: Learner Focused Teaching Leadership.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Cooperative Learning; Course Descriptions; Course Evaluation; *Cultural Awareness; *Curriculum Design; Instructional Innovation; Learning Activities; *Outcomes of Education; *Program Effectiveness; Seminars; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Central Arizona College; *Learning Communities

In fall 1995, a team of three instructors at Central Arizona College offered "As Worlds Collide," a 9-credit learning community combining insights and methodologies from history, social psychology, and communication studies to explore questions of culture and community. The team sought to determine if such a learning community could succeed in a rural

ED 400 033 PS 024 309

Richardson, Brad B.; Landsman, Miriam J.

Community Response to Homelessness: Evaluation of the HACAP Transitional Housing Program. Final Report.

PUB DATE- Mar 96

NOTE- 113p.; Report presented at the National Conference of the Family Resource Coalition (Chicago, IL, May 1-4, 1996).

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Children; Community Programs; Crisis Intervention; Economically Disadvantaged; Family Environment; Family Programs; *Homeless People; *Housing Deficiencies; *Housing Needs; Housing Opportunities; Models; Outreach Programs; Poverty; Poverty Programs; Program Effectiveness; Program Evaluation; Program Improvement

IDENTIFIERS- *Iowa (Cedar Rapids); *Project Head Start; Special Needs Children; Special Needs Groups; University of Iowa

The causes and consequences of homelessness have been the subject of considerable social science research. This report details recovery from homelessness, or "exits from homelessness," through analysis of descriptive demographic data and correlation of success rates with participant behavior and intervention context. The 2-year evaluation examined the results of a transitional housing program designed to promote self-sufficiency through a family-centered approach. Data were provided by 217 Hawkeye Area Community Action Program (HACAP) families. A parallel evaluation of the Homeless Head Start Project (HHSP) was also conducted. The evaluation found that clients who completed the program realized greater gains in income and were more likely to maintain stable housing than those who did not. Successful intervention strategies included a strong relationship between case manager and client, and intervention of a sustained nature. Critical to a sustained exit from homelessness was the resolution of causal issues of homelessness, such as lack of income, lack of affordable housing, and domestic violence. The study concluded that improvements in intervention strategies are important to ensure program success. (Appendices provide verbatim comments from the program termination and follow-up surveys. Contains 28 references.) (SD)

ED 400 034 PS 024 363

Iowa Early Education: The State-of-the-State Study.

PUB DATE- Apr 95

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Childhood Needs; Early Childhood Education; *Educational Assessment; Enrollment; Institutional Evaluation; *Needs Assessment; Parent Participation; Program Content; Program Evaluation; Staff Utilization; State Programs; *State Schools; *State Surveys; Student Centered Curriculum; Teacher Qualifications

IDENTIFIERS- *Developmentally Appropriate Programs; Iowa; University of Northern Iowa

The Regents' Center for Early Developmental Education (University of Northern Iowa) focuses efforts on improving early childhood education (birth through 8 years) in Iowa by supporting educational efforts that emphasize children's interests, developed this handbook to make it easier for pool owners, purchasers, builders, technicians, and others to understand and apply guidelines. The handbook details guidelines that cover aboveground and inground pools, hot tubs, and spas. The handbook also includes information on fence and gate construction, door alarms, and general safety rules for pools. (SD)

ED 400 052 PS 024 523

Silva, Diane
Moving Young Children's Play Away from TV Violence. A How-to Guide for Early Childhood Educators: Child Care Providers, Head Start Instructors, Preschool and Kindergarten Teachers.
PUB DATE- Jun 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Response; Behavior Change; Behavior Problems; Change Strategies; *Child Behavior; Child Health; Childhood Needs; Childrens Television; Early Childhood Education; *Mass Media Effects; Mass Media Role; Preschool Children; *Pretend Play; Programming (Broadcast); *Television Viewing; *Violence
IDENTIFIERS- *Developmentally Appropriate Programs; Maryland

Research concerning the effects of television violence on children--particularly young children under the age of six--has found that it tends to desensitize them to aggressive behavior and, in some children, promotes aggressive behavior in their play and other interactions with children and adults. This guide is designed to assist early childhood educators in dealing with the aggressive and destructive actions that children imitate from observing violence on television. The guide is focused on young children two through five years old, and on how educators can help children move away from violent play stimulated by television to the healthy, fun, and safe activities that promote growth and development. The introduction provides a general overview of television violence and its effects. Chapter one provides age-appropriate assistance in helping children understand the difference between "real" and "pretend." Chapter two provides age-appropriate activities to teach young children to pretend. Chapter three provides activities for creative play on an age-appropriate level. Chapter four provides information on helping children gain self control and manage feelings. Chapter five provides guidance to educators in communicating with parents about the effects of television violence. Five appendices include book suggestions, professional resources, research summaries, survey results, and advising panel resources. (Author/SD)

ED 400 053 PS 024 532

Rosenfeld, Anne, Ed.; DeNicola, Alicia, Ed.
Dads and Their Daughters: Father-to-Father Strategies.
PUB DATE- Jun 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

directed the Government Accounting Office (GAO) to examine the use of private food establishments and caterers by schools participating in federal programs for school meals. In conducting its review, the GAO relied primarily on questionnaires returned by food authorities that had contracts with food service companies during the 1994-95 school year. Specific areas addressed included: (1) the extent to which schools use private companies to operate their lunch program and the impacts that the use of these companies has on the National School Lunch Program; (2) terms and conditions in contracts between schools and food service companies; and (3) extent to which fast foods and vending machines are available in schools and the types, brands, and nutritional content of the fast foods offered. This report details the GAO's findings. Chapter 1 of the report provides an introduction to the National School Lunch program, food service management companies, and "fast foods." Chapter 2 addresses the finding that the use of food service companies to manage school food services is increasing. Chapter 3 addresses the finding that food service contracts vary in content and in compliance with selected federal requirements. Chapter 4 addresses the finding that the percentage of schools offering brand-name fast foods has increased. Four appendices include the survey methodology, federal lunch pattern requirements, nutritional content of four brand-name fast food items, and major contributors to the report. Twenty-eight tables and figures augment the research findings. (SD)

ED 400 071 PS 024 579

Mednick, Fred
Rebel without a Car: Surviving and Appreciating Your Child's Teen Years.
PUB DATE- 96
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Child Rearing; Conflict Resolution; Depression (Psychology); Drug Abuse; Eating Disorders; Ethical Instruction; Feminism; Moral Values; *Parent Child Relationship; Parenting Skills; *Parent Student Relationship; Parent Teacher Cooperation; Personality Development; Secondary Education; Sex Differences; Sex Education; Sexual Identity; Sexuality; *Student Motivation; Substance Abuse; Suicide; Teacher Student Relationship; Value Judgment
IDENTIFIERS- *Adolescent Attitudes; Adolescent Suicide

Arguing that adolescence is a syndrome to be managed rather than a stage to be outgrown, this book offers suggestions from a high school principal as an insider's guide to today's teenage world. The book contends that the major task of adolescence is to gain mastery over emotion, and that a partnership between parents and educators is imperative if the modern American teenager is to survive. The intention of the book is not only to help parents cope with their teens, but to also shed light on what parents can learn about themselves in the process. The book presents timely issues with helpful tips for parenting teens. The chapters of the book are: (1) "Adolescence Is a Syndrome," explaining that adolescence is an unavoidable though

Government and Non-Governmental Organisations Partnership in Child Care (12th, Madras, India, November 3-4, 1995).
PUB DATE- Apr 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Rearing; Community; Community Development; *Cooperation; Coordination; Early Childhood Education; Federal Government; Foreign Countries; *Government Role; Integrated Services; International Organizations; Literacy; Organization; Public Policy; Young Children
IDENTIFIERS- *India; *Nongovernmental organizations

Non-governmental organizations (NGOs) have demonstrated effectiveness in a spectrum of activities, including outreach to the poor, action against gender discrimination, and relief services. Partnerships between government and NGOs offer unique opportunities for progress toward sustainable development. In the context of some recent government directives in India, there is speculation in the NGO community that responsibility for conducting the Integrated Child Development Services (ICDS) programs in some areas will gradually be handed over to NGOs. This document summarizes a consultation on NGO-Government Partnerships for Child Care, during which the experiences of successful partnerships were shared and issues affecting the expanding role of NGOs were raised. The chapters of the proceedings are: (1) "Building People's Capacities" (Sarala Gopalan); (2) "Learning from Success Stories" (Chandra Ghariyali); (3) "Evolving Appropriate Structures" (Khin Sandi Lwin); (4) "Critical Issues in Partnership" (Adarsh Sharma); (5) "Child Care--The URMUL Experience" (Sanjoy Ghose); (6) "Child Care--The RASS Experience" (G. Munirathnam); (7) "Partnership for Literacy--The Arivoli Experience" (V. B. Athreya and Sheela Rani Chunkath); (8) "Women and Credit" (Anita Praveen); and (9) "MYRADA Mysore Resettlement and Development Agency --A Background Note" (E. Swaminathan). The proceedings also includes a discussion of outcomes, and a list of participants. (BGC)

ED 400 088 PS 024 604

Johnson, Sue; Carlson, Julie
Grandloving: Making Memories with Your Grandchildren.
PUB DATE- 96
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- After School Programs; Annotated Bibliographies; Books; Child Development; Childrens Literature; *Creative Activities; Family Life; *Family Relationship; *Grandchildren; *Grandparents; Holidays; Infants; Learning Activities; Picture Books; Recipes (Food); Young Children
IDENTIFIERS- *Grandparent Grandchild Relationship; Grandparent Responsibility; Postpartum

Drawing from the experiences of two early childhood educators, this book offers hundreds of fun and inexpensive ideas for grandparents to use in making memories with their grandchildren. Tips are geared for each stage of child development and include ways to grandparent, from next door or across many miles. The book contains anecdotes on learn constructive conflict strategies such as negotiation and compromise; however, they also provide a forum for learning destructive strategies such as verbal and physical aggression. This study explored mothers' perceptions about how frequent, serious, and typical sibling aggression is; parental responses to aggression, including intervention strategies and emotional response; and links between parental response strategies, parents' evaluations of these strategies, and the frequency of sibling aggression. Open-ended home interviews were conducted with 30 mothers who have one preschool-age child and at least one older sibling. Mothers estimated that sibling aggression occurred an average of several times per week and that it was usually "not serious." The mothers' most common emotional response was anger, and they used a variety of strategies toward the aggression, including discussion, separation, simple commands, and punishment. Mothers who described using more high- than low-power intervention reported more frequent sibling aggression; overall, mothers felt that calm discussion was most effective. They were also more optimistic that physical aggression rather than verbal aggression would decline over time. (Contains 12 references.) (Author/EV)

ED 400 106   PS 024 654

Mould, Claire A.
The Influence of Researcher-Teacher Collaboration on the Effectiveness of the Early Learning of Four Year Olds in Schools in England.
PUB DATE- Sep 96
NOTE- 20p.; Paper presented at the European Early Childhood Education Research Association Conference (6th, Lisbon, Portugal, September 1-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Classroom Research; Classroom Techniques; Cognitive Development; *Early Childhood Education; *Educational Improvement; Educational Research; Educational Researchers; Foreign Countries; Professional Development; Teacher Attitudes; *Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; Teaching Styles; Teamwork; *Theory Practice Relationship
IDENTIFIERS- Great Britain; *Teacher Researcher Cooperation

This study explored the potential for enhancing the effectiveness of young children's early learning experiences as a consequence of a genuine collaboration between researchers and teachers. An 18-month fieldwork period involved a critical analysis and evaluation of the relationship between 4-year-old children and teachers in effective early learning. The study took place in Birmingham, England, where all children are admitted to school at 4 years of age. The fieldwork was compiled of two independent yet interdependent components: (1) empirical research; and (2) action research. Empirical data were gathered from four schools through practitioner (teacher) documentation, interviews and discussions with children, and systematic observation. Analysis of the empirical research provided an essential foundation for the collaborative action research period, which involved working with teachers in examining early learning experiences, maximizing professional potential, and examining the teacher-researcher relationship. The study illustrated the productive role of this relationship in enhancing the effectiveness of the early learning and emotional well-being of young children. Results implied that the positive performance standards that are impossibly high and rigid; (2) motivation from fear of failure; (3) difficulty in taking credit or pleasure in accomplishments because such achievement is merely what is expected; and (4) procrastination in getting started on work that will be judged. The digest then discusses the performance norms and work expectations that perfectionist students need to relearn, including understanding that: (1) schools are places to learn knowledge and skills, not merely to demonstrate them; (2) errors are normal, expected, and necessary aspects of the learning process; and (3) it is usually more helpful to measure progress by comparing where one is now with where one was, than by comparing oneself with peers or with ideals of perfection. The digest concludes with a list of strategies that effective teachers can use to help perfectionist students, including: (1) building a friendly, supportive learning environment; (2) establishing that mistakes are a normal part of the learning process; and (3) articulating expectations that stress learning and improvement over perfect performance on assignments. Through such strategies teachers can learn to support the success-seeking aspects of achievement motivation while working to reduce unrealistic goal setting. (LPP)

ED 400 125   PS 024 743

Carey, Nancy; Farris, Elizabeth
Parents and Schools: Partners in Student Learning. Statistics in Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Elementary Education; *Elementary Schools; *Parent Influence; *Parent Participation; Parent Teacher Conferences; Participative Decision Making; *Partnerships in Education; School Culture; *School Surveys
IDENTIFIERS- Fast Response Survey System; *School Community Association; School Councils; *School Effectiveness Indices; School Influence

Recognizing the critical role of parent involvement for the success of their children in school, this report presents statistics which focus on various areas in which parents and schools can work together to develop partnerships. The report presents data collected from a survey of 810 public elementary schools serving kindergarten through grade 8. Results were weighted to produce national estimates of all public schools serving these grades. Data were collected on several kinds of activities which public elementary schools sponsor to encourage parent involvement, the amount of parent participation in those activities, and the extent to which parent input is considered in decisionmaking related to school issues. This report discusses results of school-sponsored activities to inform and involve parents, including: (1) "Parent Attendance at School Events"; (2) "Parent Attendance by School Characteristics"; (3) "Parent Participation in School Decisionmaking"; and (4) "Parent Input Through School Councils." The Brief concludes with a summary of findings and a section of technical notes describing how the survey was conducted. Includes five tables of descriptive statistics. (AMC)

Issues" (William B. Ball). The appendix briefly describes 34 legal cases referenced in the text. Contains 280 references and an index. (Author/LP)

ED 400 142 RC 020 734

Biggs, Brian; And Others
Trends and Characteristics of Rural and Small Town Canada. Working Paper No. 15.
PUB DATE- Jan 93
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Crime; Educational Attainment; *Employment Patterns; Foreign Countries; Income; Migration; Population Distribution; Population Growth; *Population Trends; Rural Areas; *Rural Population; *Rural Urban Differences; *Small Towns; *Social Indicators; Trend Analysis; Urbanization
IDENTIFIERS- *Canada

This report summarizes demographic, economic, and social statistics on Canada's rural and small towns through 1989. Rural and small towns include areas with populations of less than 10,000 persons or a population density of less than 400 per square kilometer. The first section examines rural-urban differences in population trends and age structures as well as migration patterns between rural and urban areas. The second section focuses on the labor market and compares rural and urban Canada in terms of labor force participation, employment by industry, and unemployment rates. The last section focuses on social indicators, including rural and urban trends in family income, income inequality, education, literacy levels, and crime rates. Data indicate that while the urbanization of the Canadian population has continued virtually unabated since 1851, the rural population has exhibited steady growth in absolute terms. Although the service sector of rural and small towns has grown in both absolute and relative terms since 1976, primary employment remains concentrated in rural areas. However, the decline in agricultural employment and primary industry employment has led to a decline in the rural share of employment growth. As to social indicators, the lowest average incomes were found in rural areas and small towns with populations less than 30,000. However, rural Canada had the lowest incidence of low-income families, the least extreme income inequality rates, and the lowest crime rates. Educational levels were directly related to population size. For example, the share of the relevant population with some postsecondary education increased with the degree of urbanization. In addition, rural and small towns with populations of less than 5,000 had a higher proportion of individuals over 15 years old with less than a ninth-grade education, when compared to large urban centers. Includes 71 figures, references, and rural population statistics for Canada and its provinces during 1931-86. (LP)

ED 400 143 RC 020 735

Bagworth, Ruth, Comp.
Native Peoples: Resources Pertaining to First Nations, Inuit, and Metis. Fifth Edition.
PUB DATE- 95
NOTE- 261p.; Supersedes fourth edition, ED 350 116.
LANGUAGE- English

distance education programs. During 1987-89, two projects were implemented by the Alberta Department of Education (Canada) to examine different approaches to distance education in secondary schools. The Distance Learning in Small Schools (DLSS) Project allowed students in a consortium of 28 small high schools to take courses not available in their schools. Each school was equipped with a fax machine and teleconferencing equipment. Assignments were faxed to teachers and results were faxed back. If students could not get help locally with a problem, they were free to phone or fax teachers. The Distance Learning Project North (DLPN) used a multi-class approach and computers to teach high school mathematic courses. Program evaluation identified distance education management issues related to teachers, support staff, facilities, equipment, finances, and program administration. Educational practices relevant to distance education that need further study include independent study, distributed classrooms, student support, and student motivation. (LP)

ED 400 159 RC 020 755

Gour, Noel
Teacher Perspectives on Distance Education.
PUB DATE- 92
NOTE- 12p.; In: Distance Education and Sustainable Community Development; see RC 020 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Computer Assisted Instruction; Correspondence Study; *Distance Education; *Educational Policy; Equal Education; Foreign Countries; *High Schools; Program Evaluation; Rural Education; *Rural Schools; School Role; *Small Schools; State Departments of Education; Teacher Associations; *Teacher Attitudes; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Alberta

In 1985, the Department of Education in Alberta (Canada) adopted policy that allows remote or rural high schools to use distance education as a method for increasing curriculum offerings and avoiding the need for school consolidation. In 1987, the Alberta Department of Education implemented the Distance Learning in Small Schools Project to address educational equity of curriculum in rural and small high schools. Participating school districts provided teachers who agreed to complete tutoring and grading work at home for students enrolled in correspondence courses. By 1988, there were 28 schools and approximately 1,000 students participating in the project. In 1988, Distance Learning Project North was implemented in 12 Alberta high schools. This project used computers to teach mathematics and included print modules, videos, and computer software for student evaluation and tracking of student progress. Additionally, on-site teachers assessed student learning needs and provided individualized or small group instruction. A committee composed of teachers participating in the two projects examined the roles of teachers and administrators in program implementation, teacher evaluation procedures, and the effectiveness of computer learning programs. The committee recommended the following policies, which were approved by the Alberta Teachers' Association: distance education should be restricted to the secondary level; school boards should demonstrate to parents that instruction in conventional settings is not feasible prior to adopting a

Team (KAAT) and are then introduced to an exploration of animals that are pets. Chapter Two has several activities that explore issues associated with animals that entertain in zoos, live in aquariums, perform on racetracks and in circuses, and those victimized in hunting. Animals that are worn is the topic of the third chapter with activities focusing on fur, feathers, and leather. In subsequent chapters, issues that are discussed include those related to consumption of meat and animal products, animals in laboratories, animals such as snakes and mice which have been labeled as "pests," and wild animals. Each topic includes an overview, a list of pertinent facts, a description of some actions that kids can take; and specific activities related to each topic. The last chapter provides a number of ideas about how to learn from nature and how to share your ideas with family and friends. (DDR)

ED 400 182 SE 059 012

Russell, Robert
Science and Mathematics Education Reform: What Do Parents Need To Know To Get Involved?
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Hands on Science; Home Study; *Mathematics Education; *Parent Participation; *Parents as Teachers; *Science Education; Science Instruction

The goal of this project is to find effective ways to stimulate parent involvement in science and mathematics education and to spearhead a nationwide initiative putting these models to use. Parent focus groups were used to field test parent involvement strategies that had been identified in the initial research, and to gather feedback from parents on the effectiveness of these strategies. This report summarizes the findings of focus groups in seven cities across the United States (Baltimore, Maryland; Birmingham, Alabama; Chicago, Illinois; Houston, Texas; Los Angeles, California; and Seattle, Washington) and the Mississippi Delta Region. It includes the key findings of the literature review on parent involvement, and key recommendations for involving parents in science education such as inform parents of the importance of science and mathematics; and introduce parents to science activities they can do at home with their children. One conclusion from the focus groups is that most parents can and want to become more involved in their children's education. Parents are interested in hands-on and ready-to-do science with their children at home. Results indicate that schools can become more welcoming by lowering cultural barriers, initiating parent involvement, and developing and maintaining communication with parents. Contains 68 references. (DDR)

ED 400 183 SE 059 027

Illingworth, Mark
Real-Life Math Problem Solving: 40 Exciting, Classroom-Tested Problems with Annotated Solutions.
PUB DATE- 96
NOTE- 136p.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Natural Disasters; Science Activities; Units of Study

Natural Disasters is a reproducible teacher book that explains what scientists believe to be the causes of a variety of natural disasters and suggests steps that teachers and students can take to be better prepared in the event of a natural disaster. It contains both student and teacher sections. Teacher sections include vocabulary, an answer key, and information pertaining to the student section that follows it. The student sections contain short reading sections followed by a review page containing comprehension questions. Each review includes factual recall questions as well as comprehension and application questions. Three sections following each unit contain further information, suggested student activities, and a list of vocabulary words with definitions. Units include: Volcanoes, Earthquakes, Tornadoes, Hurricanes, Winter Storms, Floods and Tsunamis, Fires, and Drought. Contains references and an index. (JRH)

ED 400 207 SE 059 147

Hren, Benedict J.; Hren, Diane M.
Community Sustainability. A Mini-Curriculum for Grades 9-12.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; S. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 96
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Involvement; *Conservation (Environment); Environmental Education; Interdisciplinary Approach; Science Activities; Secondary Education; *Sustainable Development
IDENTIFIERS- *Environmental Action; *Environmental Concepts

Community Sustainability is a supplementary environmental education mini-curriculum for grades 9-12 designed to provide students with information about the emerging community sustainability movement as well as environmental action skills that will facilitate their participation. It contains interdisciplinary lessons that provide students with skills in math, science, language arts, social studies, history, visual arts, family studies, technology education, business education, and vocational education. Each section contains an introduction that gives basic background information and is followed by activities designed to illustrate a range of community sustainability concepts. "Sustainability Starting Point" provides an introduction to sustainability while "Sustainability Snapshot" gives students an opportunity to apply the concept of sustainability to their own communities. "A Peek at the Past" allows students to better understand the changes that have taken place within their community in recent years. "Looking Ahead" asks students to define the qualities they would like to characterize their community while the section "Monitoring Sustainability" provides a means for gauging the current status of the community. The final section, "Sustainability Service Projects", helps guide students' efforts to steer their community from its present state to its desired state. Appendixes contain a glossary and a community sustainability directory. (JRH) partnerships that were studied perpetuated several ideas about schools, learning, teaching, and professional development that have been challenged by many education scholars and reformers. Among these limiting conceptualizations are the view of teaching as a non-theoretically based craft and of schools as factories. Although current reform, restructuring, and partnership endeavors will not, for the most part, create the kinds of schools, learning, teaching, and teacher knowledge and competence that are needed, these efforts can identify: (1) points of intrusion into practice; (2) places of departure from current practice to more meaningful visions of what schools, learning, and teaching should be; and (3) vehicles for reaching these visions. PDSs and comparable broad-scale reform efforts are appropriate starting places for creating learning community schools. (Contains 27 references.) (IAH)

ED 400 229   SP 036 889

Hayes, Hathia; And Others
A New Vision for Schools, Supervision, and Teacher Education: The Professional Development System and Model Clinical Teaching Project.
PUB DATE- 11 Apr 96
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Clinical Supervision (of Teachers); *Cooperating Teachers; Elementary Education; Faculty Development; Higher Education; Inservice Teacher Education; Partnerships in Education; *Preservice Teacher Education; Professional Development Schools; Student Teacher Supervisors; *Student Teaching; Systems Approach; Teacher Attitudes; Teacher Collaboration; Teacher Education Curriculum
IDENTIFIERS- *Clinical Teacher Education; Teacher Development; University of North Carolina Wilmington

This paper discusses a reform project (The Professional Development System: Collaboration for Quality Education) collaboratively developed by the University of North Carolina at Wilmington and the Brunswick and Duplin County (North Carolina) public school systems. The project takes a systems approach to changing the way teachers are educated and draws upon theoretical frameworks from the areas of organizational reform, adult learning, professional development of educators, and clinical supervision. Four goals guide program design and implementation: (1) to improve public school classrooms; (2) to improve teacher education, particularly student teaching and field-based components of methods courses; (3) to improve school/school system and school of education practices; and (4) to change the student teaching supervision model to learner-centered supervision. Program activity is centered in elementary clinical sites. Narrative statements from program graduates, classroom teachers, public school administrators, field-based teacher educators, and university faculty supply glimpses of program operations. Findings related to the impact on schools, teachers, preservice teachers, and teacher education programs are presented, and implications of the results are discussed. The professional development system incorporates formative and summative evaluation strategies, including interviews and a follow-up study of graduates that creator, peer coach, prospective administrator, evaluator, or interviewer the most valid data. The collection and subsequent analysis serve three functions: (1) reflection for improvement and data-driven decision-making; (2) an alternative evaluation tool combining both formative and summative evaluation; and (3) an avenue for career advancement. The model includes a five-step reflection cycle of selection, description, analysis, challenging, and reconstruction. A graphic representation of the Administrative Portfolio Model, an outline of the administrative portfolio reflection cycle, and a list of summaative evaluation questions for the portfolio are attached. (JLS)

ED 400 248 SP 036 973

Brown, Genevieve; Irby, Beverly J.
Administrative Portfolios: The Development of a Portfolio System.
PUB DATE- 96
NOTE- 13p.; For a related document, see SP 036 972.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Evaluation; Elementary Secondary Education; Evaluation Methods; Higher Education; Models; *Portfolio Assessment; Portfolios (Background Materials); *Principals

An administrative portfolio is a collection of thoughtfully selected exhibits or artifacts and reflections indicative of an individual's experiences and ability to lead and of the individual's progress toward and/or attainment of established goals. Development of a portfolio system for administrative evaluation should include: (1) considering the principles that address issues such as the purpose, rationale, and implementation of the system; (2) establishing the criteria using national and state-developed proficiencies within the cultural and socioeconomic context of the school district; and (3) establishing specific criteria for scoring. The advantages of the portfolio include: revealing more about the individual being evaluated than a specific score on an evaluative checklist; being personalized and addressing district-specific or campus-specific proficiencies; encouraging self-reflection and renewal; enhancing future planning; and enhancing professional self-image. Disadvantages are that it is time-consuming, for the administrator and for the evaluators, and that concerns over objectivity in judging arise. Three tables provide: ten principles for implementation; sample of proficiencies and suggested artifacts; and a sample rubric for scoring. (Contains 14 references.) (JLS)

ED 400 249 SP 036 974

Salzman, James A.
When Will I Finally Be Ready? Preservice Teachers' Perceptions of Job Readiness: A Qualitative Study.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Education Courses; Elementary

1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Attitude Measures; *Item Response Theory; *Mail Surveys; *Reliability; Test Construction; *Validity

IDENTIFIERS- Outliers; *Person Fit Measures; *Rasch Model

Person fit statistics are generated when item response theory is used to construct measures. While person fit statistics are well grounded in theory, their utility in aggregate reporting of survey data has not been demonstrated. This study evaluated effects on reliability and validity of including and excluding misfitting person response patterns, using the Rasch model. The following mail survey data sets were used: (1) responses of 3,839 adults to a survey on the effects of the women's movement; (2) responses of 271 people to a survey on self-health care attitudes; (3) responses of 555 teachers to a survey about test use; (4) responses of 410 teachers to a survey about attitudes toward research; and (5) responses of 213 college students and graduates to a survey about dissertations. Omission of misfitting persons served to increase reliability for all data sets, but had inconsistent effects on validity coefficients. All effects were small. (Contains 3 tables and 21 references.) (Author/SLD)

ED 400 267 TM 025 371

Wise, Steven L.

A Critical Analysis of the Arguments for and against Item Review in Computerized Adaptive Testing.

PUB DATE- Apr 96

NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Gains; *Adaptive Testing; *Computer Assisted Testing; Error Correction; Guessing (Tests); *Responses; *Review (Reexamination); Scores; Test Construction; Testing Problems; *Test Items; Test Results; Test Wiseness; Timed Tests

IDENTIFIERS- *Answer Changing (Tests); Item Dependence; Stakeholders

In recent years, a controversy has arisen about the advisability of allowing examinees to review their test items and possibly change answers. Arguments for and against allowing item review are discussed, and issues that a test designer should consider when designing a Computerized Adaptive Test (CAT) are identified. Most CATs do not allow examinees the opportunity to review their items. The reasons advanced for this position include: (1) the possibility of item dependence that might affect another answer; (2) a decrease in testing efficiency; (3) opening the test results to effects of test-taking strategies; (4) an increase in testing time; and (5) complications in test development. Arguments in favor of allowing review focus on legitimate score gain possibilities. The first usually advanced is that examinees prefer to be able to review, and the second is that review yields legitimately improved scores. Consideration of arguments for and against item review is complicated by the presence of multiple stakeholders in the measurement process. The question of

Correspondence; Phonology; Prepositions; Pronouns; Punctuation; Reference Materials; Second Languages; Sentence Structure; Syntax; *Uncommonly Taught Languages; Verbs; Written Language

This grammar of Pashto was designed to accompany a set of beginning- and intermediate-level instructional materials for teaching the Pashto language to English speakers, but can be used separately as a reference by readers who are not learning the language. Introductory sections in English and Pashto describe the content and organization. The first chapter gives background information on the people who speak it and on the language (history, social status, dialects, standardization, and history of its study). Subsequent chapters address grammatical forms and uses in the language, including: phonology and pronunciation; Pashto word stock and their origins, borrowings from Persian, Arabic, Urdu, English, and Russian and other languages; the Arabic-based writing system, written literature, alphabet, and punctuation; nouns; pronouns; adjectives; verb forms and verb uses; prepositions; simple sentence structure; conjunction; and subordinate clause structure. Contents are indexed. (MSE)

ED 399 826 HE 029 411

Distance Education Policy Framework.
PUB DATE- 15 Sep 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Articulation (Education); College Faculty; Copyrights; Corporate Education; *Curriculum Development; *Distance Education; *Educational Policy; Educational Technology; Enrollment; Faculty Development; Higher Education; Information Technology; Intellectual Property; Needs Assessment; Policy Formation; *Public Policy; Rewards; School Registration; Shared Resources and Services; Standards; State Government; State Programs; *Statewide Planning; Student Personnel Services; Telecommunications; Tuition
IDENTIFIERS- *Oregon

This description of the policy framework for Oregon's distance education program gives an overview of the progress to date, outlines five areas in which policy must be developed, and identifies a number of priorities among those areas. Progress is reported in the following areas: several initiatives that incorporate new telecommunications and computing technologies into teaching and learning off-campus; development of 237 distance courses for 1995-96; and, in the Portland area, direct broadcasting of courses into high-technology businesses. Extra attention is recommended for the following five major areas: (1) planning, quality, and program/courses (statewide inter-sector plan for distance education, local and regional needs assessments, resource sharing, quality assurance, articulation); (2) student services (access to and efficiency of services provided off campus); (3) faculty issues (incentives and rewards for participation, training opportunities, intellectual property considerations, copyrights); (4) tuition/fees and student enrollments (comparable fees for distance and traditional-delivery education, extra funding to support off-campus delivery, funding establishment of distance education infrastructure, registration); and (5) technical standards (consistent and compatible technologies, services, and procedures across the state). Priorities are identified from among these task areas.

interlocking assumptions of TQM (quality, people, organizations, and the role of senior management); (3) develop and use cross-functional teams; (4) develop and use a conceptual framework; (5) emphasize executive leadership; and (6) have schools of business lead the way in curriculum improvement. (Contains 10 references.) (MAH)

ED 399 846 HE 029 441

Gottesman, Les
Hermeneutics: What Is It? Is It Critical?
PUB DATE- 29 Jul 96
NOTE- 21p.; Paper presented at the International Conference on Critical Thinking (16th, Sonoma, CA, July 28-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Communication (Thought Transfer); Comprehension; Critical Theory; *Critical Thinking; Epistemology; *Hermeneutics; Higher Education; Metacognition; Philosophy; Teaching Styles
IDENTIFIERS- *Conversation

Hermeneutics is the study of interpretation as a fundamental human experience and activity. It is also the interpretation of meaning, the realization that human expression contains a meaningful component which must be recognized as such and transposed into one's own system of values and meanings. It describes what seems to happen in conversation, discussion, reading, and writing, all of the activities that teachers participate in, foster, encourage, and assign. Hermeneutics can be used to confront misunderstanding, prejudice, and ideology, and help individuals to step outside their assumptions and examine what they or others know. In hermeneutics the exemplary practice is the conversation, the confrontation with another's thought with the possibility of thus going beyond the limits of one's present horizons. The paper uses examples from college literature classes and concludes that teachers can help use concepts of hermeneutics to create the environment for conversational learning. (Contains 18 references.) (MAH)

ED 399 847 HE 029 445

Joyner, Carlotta C.
Higher Education: Tuition Increasing Faster Than Household Income and Public Colleges' Costs. Report to Congressional Requesters.
PUB DATE- Aug 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Cost Indexes; Educational Finance; Expenditures; Higher Education; *Inflation (Economics); In State Students; Paying for College; *Public Colleges; *Statistics; *Student Costs; Trend Analysis; *Tuition

This report discusses the increase in college tuition and related fees at 4-year public colleges and universities from school year 1980-81 through 1994-95 and schools' expenditures over the same period. The report also discusses variations in tuition charges among states, factors contributing to increased school expenditures, and initiatives undertaken to help lower student costs. Principal findings include: (1) tuition during this period increased 234 percent whereas median household incomes professional development and leadership); physical resources (guest facilities, staff facilities, equipment and supplies, resource library); developing an effective student contact program (school/college/community relations, campus visits, use of personnel other than admissions staff for recruitment, use of volunteer groups for recruitment, mail and telemarketing communication and publications, inquiries and followup); admission policy, procedures, requirements, prediction of college success, candidate evaluation, and review of applications from special populations); records and information management; and related student services (financial aid, orientation, registration/records, student accounts, advising, testing/assessment). A glossary is included, and statements of competencies and principles of good practice are appended. (Contains 196 references.) (MSE)

ED 399 866 HE 029 501

Safwat, Ismail
System of Education in Kuwait. PIER World Education Series. Working Paper.
PUB DATE- Aug 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Certification; College Curriculum; Curriculum Design; *Degrees (Academic); Educational Change; *Elementary Secondary Education; Foreign Countries; *Foreign Students; Higher Education; Intellectual Disciplines; Private Education; Records (Forms); *Student Records; Study Abroad
IDENTIFIERS- *Kuwait

The report describes the educational system of Kuwait from primary school through university. An introductory section gives an overview of the system, and subsequent sections detail curricula at each level, pre-university (including primary, intermediate, and secondary) and university-level. Pre-university education is divided into four instructional sectors: general, vocational, religious, and special education. University-level education includes applied education and undergraduate and graduate study at Kuwait University. A brief section on private education describes four school types, following either the British, French, or American educational systems or the Ministry of Education curriculum. Samples of student records are reproduced. Two appendixes provide notes on what happened to the educational system during the Gulf War and the names of private schools. (MSE)

ED 399 867 HE 029 502

Aldrich-Langen, Caroline, Ed.
Europe-USA: Mutual Recognition of Qualifications. Report of the UNESCO Working Group 1994. PIER World Education Series. A CEPES Paper on Higher Education.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Access to Education; Certification; College Credits; Comparative Analysis;

references.) (MAH)

ED 399 884 HE 029 520

Brown, David W., Ed.
Higher Education Exchange 1995.
PUB DATE- 95
NOTE- 74p.; For the 1994 edition, see HE 029 519; for the 1996 edition, see HE 029 521.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140),Collected Works - General (020)
DESCRIPTORS- Accountability; Campuses; Citizenship Education; Citizenship Responsibility; Community; *Conflict Resolution; Cultural Influences; *Cultural Pluralism; Educational Environment; Educational Philosophy; Higher Education; *Human Relations; *Intergroup Relations; Mass Media; Media Research; Political Influences; Public Opinion; *Public Support; *School Community Relationship
IDENTIFIERS- College of Saint Catherine MN

Nine articles discuss the relationship between the higher education community and the public. The articles are: (1) "On a Certain Blindness in Teaching" by Michael S. Roth, who stresses the necessity of political citizenship education for a healthy democracy; (2) "Monocultural Perspectives and Campus Diversity" by Jane Fried, who explores the notion of thinking "through" culture rather than "about" culture; (3) "Cross-Cultural Experiences in College" by Jerilyn Lopez Mendoza, who explores living in a multicultural campus community and problems with the melting pot model; (4) "Other Voices: The Campus as Community" by Linda Stamato, who looks broadly at curricula, campus life and governance; (5) "Resolution before Conflict" by William A. Laramee, who streses the need for metaphor, narrative, humor, and silence; (6) "The Public/Academic Disconnect" by David W. Brown, who examines underlying causes of the declining public support for higher education; (7) "Making Things More Public: On the Political Responsibility of the Media Intellectual" by Jay Rosen, who considers the nature of public service for those who study mass communication; (8) "The Renewal of Civic Life: One College's Journey" by Joanne Cavallaro, who recounts the experience of the College of Saint Catherine (Minnesota) in engaging the issues of civic education and democratic action; and (9) "The Politics of Diversity and the Politics of Difference: Are Academics and the Public Out of Sync?" by David Mathews, who summarizes the issues raised in the previous papers. (Some papers contain references.) (MAH)

ED 399 885 HE 029 521

Brown, David W., Ed.
Higher Educaton Exchange 1996.
PUB DATE- 96
NOTE- 87p.; For the 1994 and 1995 editions, see HE 029 519-520 respectively.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140),Collected Works - General (020)
DESCRIPTORS- Citizen Participation; College Faculty; Educational Change; *Educational Philosophy; Graduate Study; Higher Education; Intellectual Development; Intellectual Experience; Political Socialization; Politics; *Public Support; Scholarship; *School Community Relationship

Investigations of the Committee on Governmental Affairs. United States Senate, One Hundred Fourth Congress, First Session.
PUB DATE- 12 Jul 95
NOTE- 256p.; Contains pages of small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; Federal Programs; Financial Aid Applicants; Grants; Hearings; Hispanic Americans; Loan Repayment; Postsecondary Education; *Proprietary Schools; Student Costs; *Student Financial Aid; Vocational Education; Vocational Schools
IDENTIFIERS- Congress 104th; *Fraud; *Pell Grant Program

The purpose of this hearing was to probe a pattern of fraud and abuse in the Pell Grant Program for postsecondary students, focusing specifically on the IADE American Schools, a for-profit vocational school with campuses in the Los Angeles (California) area and serving primarily Hispanic students. In his opening remarks Senator Roth detailed a history of prior abuses of the program and lax oversight by the Department of Education. Senator Nunn, after summarizing a five-year series of hearings, reports, and recommendations, testified that a year-long investigation of the IADE schools had uncovered serious misconduct, abuses, and possibly fraudulent practices. He charged that the Department was not only incapable of preventing a fraudulent institution from participating in student aid programs but was also unable to detect or pursue such fraudulent activities. Following the senators' opening statements, the Subcommittee team investigating IADE schools reported its findings. David Longanecker, Assistant Secretary for Postsecondary Education, then reviewed the Department's procedures and policies, stating that oversight was being improved. The final testimony was a report from the U.S. General Accounting Office assessing the Department's effectiveness in using student aid data to ensure compliance and prevent abuses. An appendix contains the texts of the witnesses' prepared statements. 56 exhibit statements are listed separately. (CH)

ED 399 905 HE 029 541

Historically Black Colleges and Universities Historic Building Restoration and Preservation Act. Report of the House Committee on Resources To Accompany H.R. 1179. House of Representatives, 104th Congress, Second Session.
PUB DATE- 4 Sep 96
NOTE- 6p.; For previous report see ED 371 698. Contains pages of small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Black Colleges; College Buildings; Educational Facilities; Facility Improvement; Federal Aid; *Federal Legislation; Higher Education; *Preservation; Public Policy; Universities
IDENTIFIERS- *Historical Landmarks; *National Historic Preservation Act

This report of the Committee on Resources recommends House of Representatives approval of (H.R. 1179), the Historically Black Colleges and Universities Historic Building Restoration and Preservation Act, as amended, to ensure the preservation of buildings eligible for funding under the Historic Preservation Act on the campuses of historically black colleges and

DESCRIPTORS- Accessibility (for Disabled); *College Buildings; Community Colleges; *Educational Facilities; Facility Case Studies; Facility Inventory; *Facility Utilization Research; Higher Education; Physical Disabilities; *Private Colleges; Public Colleges; *State Colleges; State Surveys; State Universities; Use Studies
IDENTIFIERS- *North Carolina

This study presents the results of the 29th annual inventory and utilization study concerning space in North Carolina institutions of higher education during the 1995 fall term. The study provides information on 113 institutions of higher education including the 16 public senior institutions which comprise the University of North Carolina (UNC), 39 private nonprofit colleges and universities, the 58 public 2-year institutions which comprise the community college system, and the UNC hospitals at Chapel Hill. The study indicates the uses being made of space and provides, where possible, norms and historical information for the past 5 years. Statistics for private institutions are shown by group rather than by institution. The study is divided into four sections. The first section provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space utilization. The second section provides tables on interior space characteristics such as assignable square feet per student station for classrooms and laboratories and student service and physical plant operations; The third section, on building characteristics, contains data on building age, condition, and replacement cost. The final section reports on accessibility to persons with mobility impairments. An institutional index and subject index are included. (Contains 10 references.) (CK)

ED 399 924 HE 029 560

Fleming, Robben W.
Tempests into Rainbows. Managing Turbulence.
PUB DATE- 96
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Activism; *Administrator Attitudes; *Administrator Role; College Faculty; College Presidents; College Students; Federal Government; Higher Education; Negotiation Agreements; *Negotiation Impasses; *Racial Discrimination; Strikes; Student Attitudes; *Student College Relationship; Vietnam War; *Violence
IDENTIFIERS- Faculty Attitudes; *University of Michigan Ann Arbor

This autobiography recounts personal experiences as a college professor and administrator (President of the University of Michigan) during the 1960s to the early 1980s. The 17 chapters discuss early years growing up in Illinois; college years; employment with the federal government; enlistment in the Army; the war in Germany; the end of the war, the occupation, and return home; starting life over after the war; post-war residence and life experience in Illinois; moonlighting as a labor mediator; return to Wisconsin; the beginning student unrest over the war in Vietnam and racial discrimination and efforts as a college president to negotiate with student demonstrators; the move to Michigan to assume the presidency of Michigan University at Ann Arbor; student unrest at Michigan University over the Vietnam War and personal reaction to it; the Black Action Movement strike at Michigan University; a retrospective on student unrest; reflections on university purportedly open now to all citizens of the province, have not provided equal access for blacks, and some town councils have invoked a variety of measures as a means to exclude black users. Urban libraries and provincial libraries both are organized around central libraries which coordinate services in branches and other service points, and provide all training, materials, and funding through their central administration. This structure has contributed to limiting access to library services for many citizens. A number of arguments are presented which support improved distribution of library funds and services to the schools and to public libraries. There is hope that library services will become more coordinated and more equitably distributed. The University of Natal's Durban School Library conference established a historic collaborative group, dedicated to annual meetings to discuss and enhance education and media issues. (Contains 13 references.) (SWC)

ED 399 942 IR 056 057

McMahon, Marilyn
Computerizing the Chinese International School Libraries.
PUB DATE- 93
NOTE- 4p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Chinese; Elementary Secondary Education; English (Second Language); Foreign Countries; *Integrated Library Systems; *Library Automation; Library Catalogs; Library Development; Online Catalogs; *School Libraries
IDENTIFIERS- *Hong Kong

This paper describes the computerization of the libraries in the Chinese International School in Hong Kong. The Infant, Junior and Secondary libraries, with a staff of three professional librarians, one library assistant, and one audiovisual technician, needed an automated system which could support their bilingual curriculum. Two computer systems were evaluated which could input both Chinese and English language materials, and the V-LIB system was selected. This system consisted of six modules: (1) cataloguing and enquiry; (2) serials; (3) acquisitions; (4) item control; (5) loans and circulation; and (6) MARC interface. Three other options were an online public access catalog (OPAC); ideographic capability that allows handling of Chinese, Japanese, Korean, and Portuguese scripts; and an image interface. Special features of V-LIB include customization; user friendliness; security; local support; training; enhancements; and CJK capability--the ability to input and display Chinese, Japanese, and Korean characters. In the Secondary school, implementation of the cataloging module for both English and Chinese language materials took six months, and adding the OPAC and circulation modules required the rest of the year. Computerization of the Infant and Junior libraries will follow. (SWC)

ED 399 943 IR 056 058

Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of

Standardized Tests
IDENTIFIERS- *England (Surrey); English Literacy

In 1989, England implemented the National Curriculum for state schools, which made prescriptive demands on teaching content and approach. This study discusses the requirements of and the controversies surrounding the National Curriculum, and the titles of books being promoted for student reading which reflect long-established children's fiction and stories from a variety of cultures and traditions. Library holdings were checked, observations made, and school staff interviewed at two schools in Guildford, Surrey (England). With the National Curriculum, students are offered a comprehensive reading list through all the school years. National standardized tests are given at four key stages and there are assessment and attainment targets for all required subjects at 10 levels. Reading also includes library and information skills to be taught through the grades. The Library Association has summarized certain information skills which form the basis of the new curricula. The two schools that were observed are well respected secondary schools, but both are short on library materials. Since funding is tied to the number of students at a school, schools need to spend money on promotional materials in order to gain more students. The biggest problems include the lack of time and resources for meeting all the requirements and the lack of an established school policy. (Contains 16 references.) (AEF)

ED 399 961 IR 056 104

Jian, Ming
Cataloging Internet Resources.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Bibliographic Records; *Cataloging; Higher Education; Information Retrieval; *Internet; Librarians; *Library Catalogs; *Online Catalogs; Online Searching; Technological Advancement; World Wide Web
IDENTIFIERS- Electronic Media; OCLC; University of Nebraska Lincoln

Internet cataloging facilitates access and adds value to Internet resources by helping the user find needed resources with relative ease and in a timely manner. It attests to the value of traditional library principles of organizing information and the value of catalog librarians' experience and skills. This paper explores the suitability and applicability of current cataloging rules and tools for Internet resources, and indicates how traditional cataloging methods should evolve. Creating, organizing, and providing access points for Internet resources, and maintaining the currency, persistence, and validity of an Internet catalog present serious challenges for catalog librarians. The paper also discusses OCLC's InterCat Project, an online catalog that uses traditional cataloging standards, the University of Nebraska-Lincoln's (UNL) Internet Resources Catalog, other library World Wide Web databases, providing Web access through the online public access catalog, and Internet catalog maintenance. Six figures show an OCLC InterCat Record, UNL HTML Work-Form; UNL Internet Catalog Record; UNL Internet Catalog Database; UNL Internet Catalog Search Mode; and OCLC's PURL (Persistent Uniform Resource Locator). (Contains 21 references.) (Author/SWC) and that there is considerable integration with services provided by other community agencies. Finally, part 2 reviews JOBS programs at community colleges, presenting 19 case studies of exemplary practices involved in the program. A list of responding community colleges, the survey instrument, and cover letters are appended. (TGI)

ED 399 980 JC 960 568

Katsinas, Stephen G.

Recent Trendlines in Higher Education: Implications for Ohio's Community Colleges.

PUB DATE- 11 Jan 95

NOTE- 19p.; Paper presented to the President's Council of the Ohio Association of Community Colleges (Columbus, OH, January 11, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; Community Colleges; Educational Benefits; *Educational Trends; Enrollment Trends; *Federal Aid; Open Education; *Politics of Education; *Program Termination; *Role of Education; Two Year Colleges

IDENTIFIERS- Ohio

Despite recession, economic displacement, and corporate downsizing, the demand for higher education in the United States continues to grow. In 1995, there were 14.5 million people seeking higher education, compared to 11.5 million in 1980 and 3.5 million in 1960. Moreover, the relationship between educational attainment and gaining employment has never been stronger. In 1979, for example, a male college graduate earned 49% more than a similar man with only a high school education, while in 1992 he earned 83% more. In the current political climate, however, cuts in federal student aid are likely. With respect to educational funding in the state of Ohio, cuts in staff of the House of Representatives have eliminated subcommittees and staff familiar with existing educational programs, making it easier to defund programs. According to national surveys, there is near universal agreement on the importance of a college education for finding a good job, but a growing sense that opportunities to attend college are declining and will get worse. In this climate of uncertainty, the quantitative, numerically-based assessment movement has taken hold, with the determination of program need often reduced to the terms of "too much duplication." The battle to preserve program funding, however, is a battle for access, and educators must remember that access of opportunity is the purpose of public institutions of higher education. (HAA)

ED 399 981 JC 960 570

Wozniak, Jacci

Eisenhower Pre-Service Teacher Education Project, Higher Education Consortium Region III. Final Report.

SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.

PUB DATE- 22 Jul 96

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

*Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- Michigan

Prompted by requirements of the 1990 Perkins Act and a growing dissatisfaction among employers with college graduates' skill levels, many schools have undertaken curricular reform through tech prep and school-to-work, with most of the efforts working toward the integration of academic content into vocational programs. In general, however, tech prep implementation has been more active at the K-12 level than at community colleges. Research on curriculum integration in community colleges has revealed eight main approaches: general education requirements; applied academic courses; the incorporation of academic skills into occupational programs; the incorporation of academic modules into occupational courses; multidisciplinary courses combining academic and occupational concerns; tandem courses or learning communities; colleges-within-colleges, where students take all of their classes together; and remedial programs with an occupational focus. Benefits of curriculum integration include an improved ability to meet the needs of occupational and transfer students; bridge isolated sectors of the college; and form industry partnerships; while the considerable barriers include problems in articulating courses; faculty reluctance to change; and lack of expertise, leadership, and resources. In Michigan, a statewide curriculum integration project was undertaken to develop new courses and identify barriers to integration. Pilot projects were funded at four colleges, with the Wisconsin Instructional Designs Systems (WIDS) framework being used for curriculum writing. Lists of future directions and recommendations for further integration are included. Contains 17 references. (AJL)

ED 399 999 JC 960 595

Mendoza, Jose; Corzo, Miguel
Tracking/Monitoring Program To Enhance Multicultural Student Retention.
PUB DATE- Jun 96
NOTE- 24p.; Paper presented at the Consortium for Community College Development's Annual Summer Institute (8th, Charleston, SC, June 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Uses in Education; *Database Design; *Databases; Dropout Prevention; *Early Intervention; Enrollment Management; *Minority Groups; *Program Development; School Holding Power; Student Characteristics; Two Year Colleges
IDENTIFIERS- Glendale Community College AZ

The StudentPal program is a student tracking system developed jointly by the Multicultural Affairs program and High Technology Center at Glendale Community College, in Arizona. The program uses computer-assisted tracking to target students and various student characteristics and identify at-risk factors to improve the retention and success of multicultural/minority students. StudentPal also helps offset potential risks, as students can be targeted for pro-active intervention services. The system was designed to provide data on subsets of specific student groups to fulfill the needs of administrators, academic departments, faculty, multicultural student coordinators, and institutional researchers, making available analyses of stopout patterns, student course load community college serving a population of varied students and if it provided sufficient rewards to students and faculty. Forty-seven self-selected students enrolled in the course, which met 2 days a week in 5-hour sessions. Although seminars were the most common form of learner-active instruction used, teams of six or seven students were occasionally formed to present instruction to the class. A "community room" was equipped for the class with advance projection and electronic presentation equipment, while students created their own video and audio materials. Assessment was achieved through the use of a portfolio, in which students accumulated class notes, film response sheets, and seminar discussions. Learning outcomes determined by the team and a student services specialist included the following: (1) the class comfort level allowed for learning; (2) writing skills improved through class discussion; (3) critical thinking improved; and (4) writing skills improved through the use of journals and portfolios. Data on learning community participants at the college are attached. (HAA)

ED 400 017 JC 960 616

Mercer, Bonnie
Development of a Handbook of Services for Rochester Community College Students with Disabilities.
PUB DATE- Nov 95
NOTE- 61p.; Ed.D. Practicum Paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Learning Disabilities; *Material Development; Orientation Materials; *Physical Disabilities; *Special Needs Students; *Student Adjustment; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- Rochester Community College MN

In 1995, this project was undertaken at Rochester Community College (RCC), in Minnesota, to develop a guide to services for students with disabilities to improve the provision of legally-required services and information. To determine both the special services needed by students with disabilities for college success and the topics that should be included in the guide, six activities were undertaken. First, a literature review was conducted, with results grouped by the special services needed by students with disabilities. Formative and summative committees were then established to review and validate the topics gathered in the review. Next, the formative committee provided input on design and format requirements for the handbook, and a draft version was prepared of the handbook. The summative committee reviewed the draft and a final copy was developed and submitted to the Dean of Students. It was recommended that all new students with disabilities be given a copy of the handbook to help them adjust to college. The resulting handbook is attached, providing information related to getting started at RCC; the college's program of services, including a list of available services; creating an educational plan, including recommendations for initial courses; successfully implementing the educational plan, highlighting study strategies and requirements for college success; definitions of learning disabilities and eligibility for related services; local, state, and national polices pertaining to students with disabilities; and local service agencies. (HAA) experimentation, and cooperation. In recent years, educational reform initiatives have targeted programs for 4-year-olds and younger elementary-aged children. The Regents' Center initiated a comprehensive needs assessment study of early education in Iowa in 1994. Surveys focused on program characteristics such as enrollment, instructional arrangements, staffing, teacher qualifications, parent participation, and other issues relating to program implementation. This report presents findings from Phase One, and consists of survey results from districts, elementary schools, elementary school principals, and teachers in 4-year-old, kindergarten, and first-grade programs. Preliminary findings of the surveys indicate that Iowa educators are receptive to the implementation of developmentally appropriate practices. Preliminary recommendations focus on further training in implementation of developmentally appropriate practices, and the need for state and local policies to support implementation of developmentally appropriate practices. (Author/SD)

ED 400 035 PS 024 368

Costello, Patricia A.
The Effectiveness of Class Size on Reading Achievement.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Advantaged; Classroom Environment; *Class Size; *Elementary School Students; Grade 1; Outcomes of Education; Performance Factors; Primary Education; *Reading Achievement; *Small Classes; *Teacher Student Ratio
IDENTIFIERS- Chicago Public Schools IL; Iowa Tests of Basic Skills

The search for the best educational environment, especially in terms of class size, is an important educational issue for parents, teachers, administrators, and government officials. Parents and educators argue that smaller class size leads to more effective teaching and improved learning for students. Government officials argue that substantial reductions in class size are too costly and not effective. A review of the literature regarding small class size, defined as 14-25 students per class, found that researchers disagree on the findings of these studies, and that evidence regarding the benefits of small class size was inconclusive. This study sought to determine the effect of small class size on the reading achievement of first grade participating students. The population studied consisted of 88 first grade students at a Chicago public school, instructed in either a small class of 17 students or a large class of 27 students. The Iowa Test of Basic Skills was used to assess reading achievement of the students in each class. Results indicated that those students in the small class made greater gains in reading achievement compared to those in the larger class Contains 14 references. (SD)

ED 400 036 PS 024 398

Martin, Stuart
Choosing a Secondary School: Can Parents' Behaviour Be Described as Rational?
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(055)
DESCRIPTORS- Academic Achievement; Athletics; *Change Strategies;
Childhood Needs; Child Rearing; *Daughters; Elementary
Secondary Education; *Fathers; *Parent Child Relationship;
*Parent Role; Parent Student Relationship; Self Esteem
IDENTIFIERS- National Coalition of Girls Schools

The National Coalition of Girls' Schools is an organization of over 80 girls' boarding and day, private and public schools from across the United States with affiliates in Canada and Australia. Coalition members share a commitment to the values and advantages of an all-girls school. To that end, the organization has collected and conducted research on gender issues and developed a series of publications for girls, their parents, and educators. The essays in this booklet represent the voices of men who have chosen to share their personal experiences and willingly offer some simple yet powerful strategies that redefine what it means to be a father. Strategies are detailed in the following sections directed to fathers: (1) sharing your career with your daughter; (2) encouraging the leader in your daughter; (3) participating in athletics, which enhance father-daughter bonds; (4) being a role model and mentor; (5) building bonds between fathers and daughters; (6) reaching your daughter at school; and (7) encouraging math and science interests, and other useful strategies, such as helping your daughter's self-esteem. (WJC)

ED 400 054 PS 024 533

Horm-Wingerd, Diane M.; And Others
Head Start Teaching Center: Evaluation of a New Approach to Head Start Staff Development.
PUB DATE- 22 Jun 96
NOTE- 14p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Educational Quality;
*Inservice Education; Preschool Education; Program
Effectiveness; Program Evaluation; *Staff Development; Teacher
Improvement
IDENTIFIERS- New England; *Project Head Start

The Head Start Teaching Center is a federally funded national demonstration project designed to test the efficacy of participatory training for staff in all components of Head Start services. The New England Teaching Center is designed to provide intensive training during a 3- to 5-day period of residence. Each Teaching Center conducts a regular independent evaluation; the New England Center's evaluation plan consisted of two components: (1) a formative evaluation of the program's development during the planning year (1992-93); and (2) an outcome evaluation of the impact of training during the implementation years (1993-97). The subjects were 73 trainees, and 70 individuals participating in the comparison group "treatment"--a stress reduction workshop. Analysis of the outcomes for training year 1 (1993-94) indicates significant differences were found between the comparison and training subjects in terms of the training's impact; compared to the control group, both trainees and their supervisors reported gains in trainees' knowledge, skills, and expertise after completing this program. (MOK) temporary departure from normalcy; (2) "Let's Get Cranky," examining how adolescence is full of contradictions; (3) "Let's Get Hysterical," dealing with authoritative vs. authoritarian or permissive parenting styles; (4) "Let's Get Physical," providing tips for discussing sexuality, sexual abuse, rape and AIDS; (5) "Let's Get Moral," examining temporary moral insanity and issues of moral education; (6) "Lying, Cheating, and Stealing," explaining the reactions of authoritative parents to these behaviors; (7) "Crossing the Line," addressing drugs, runaways, suicide, depression and eating disorders; (8) "Young Women," dealing with feminine identity; (9) "Difference in the 1990s," urging education for and acceptance of diversity; (10) "Let's Get Educated," calling for education reform that fosters a relationship between teachers and students; and (11) "Let's Get Motivated," discussing factors which foster or block motivation. The conclusion of the book portrays the isolation that many teens feel and emphasizes the importance of contact with caring adults. Contains an annotated list of 42 suggested readings and a bibliography of 190 references. (AMC)

ED 400 072 PS 024 581

Bujan, Josephine; And Others
Increasing Students' Responsibility for Their Own Learning.
PUB DATE- May 96
NOTE- 106p.; M.A. Teaching and Leadership Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Cooperative Learning; Interest Inventories; Intermediate Grades; Journal Writing; Junior High Schools; Middle Schools; Portfolio Assessment; Problem Solving; Program Evaluation; Relevance (Education); Self Evaluation (Individuals); *Student Attitudes; Student Characteristics; Student Interests; *Student Motivation; *Student Responsibility; Student Role; *Thinking Skills; *Transfer of Training
IDENTIFIERS- Anecdotal Records; Blooms Taxonomy; Graphic Organizers; Illinois

The goal of this action research project goal was to improve students' taking responsibility for their own learning. The targeted population consisted of 120 intermediate and middle school students in 5 classes from 2 middle-class communities in northern Illinois. The lack of student responsibility in the learning process was documented through teachers' anecdotal records, interviews of randomly selected students, and a survey of students' study habits recorded over a 5-month period. Analysis of the probable causes of students' lack of responsibility for their own learning indicated that lack of higher-order thinking skills, lack of ability to transfer learning, and lack of self-motivation were responsible. To address these problems, four major categories of intervention were used in this 3-month program: (1) graphic organizers to aid in visualizing the thinking process; (2) problem-solving strategies; (3) higher-order thinking skills to promote gathering, processing, and applying information; and (4) portfolios to show ownership of their learning. Post-intervention data obtained during cooperative learning activities indicated an increase in students' taking responsibility for learning and an improvement in students' higher-order and critical thinking skills, problem-solving strategies, and self-evaluation. (Ten appendices detail data grandparenting from over 300 grandparents, parents, and grandchildren world wide. The introduction examines some of the joys of grandparenting and is followed by a section on how best to use the book. The chapters of the book are: (1) "Nine Months and Counting"; (2) The Postpartum Visit"; (3) "Love Across the Miles"; (4) "When Your Grandchild Comes to Visit"; (5) "Visiting Your Grandchild"; (6) "Heartfelt Holidays and Family Traditions"; (7) "More Mailbox Treasures"; and (8) "Our Favorite Resources," containing annotated listings of: 45 picture books that feature grandparents; 74 children's books and 27 activity books; 5 videos; travel guides, magazines, newsletters, and TV programs for grandparents. (AMC)

ED 400 089 PS 024 606

Commercial Banking Industry Survey.
PUB DATE- Feb 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Day Care; *Banking; *Day Care Centers; Early Childhood Education; Employed Parents; *Employer Supported Day Care; Evaluation Criteria; Family Work Relationship; Flexible Working Hours; *Fringe Benefits; Leaves of Absence; Part Time Employment; Scheduling; Sick Child Care; Surveys
IDENTIFIERS- Elder Care

Work and family programs are becoming increasingly important in the commercial banking industry. The objective of this survey was to collect information and prepare a commercial banking industry profile on work and family programs. Fifty-nine top American commercial banks from the Fortune 500 list were invited to participate. Twenty-two participated in the research. The results indicated that over 90 percent of the banks surveyed offer a wide variety of work and family programs. Programs offered most often include leave for childbirth, sick-child days, and pre-tax set-asides. Programs considered the most valuable include alternative work arrangements such as flextime and part-time schedules. Programs being considered for implementation in the longer term are resource and referral, financial support for child care, emergency back-up care, elder care, and work at home. This report also provides criteria for child care center vendor selection and information on programs available for children and their parents, as well as advantages and disadvantages of child care centers. This report concludes with information about the Bright Horizons Children's Centers and an appendix of questions that were included in the survey. (MOK)

ED 400 090 PS 024 607

Smith, Ian D.
The Impact of Coeducational Schooling on Student Self-Concept and Achievement.
PUB DATE- Aug 96
NOTE- 16p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescents; *Coeducation;

consequences of child development are dependent on the elevated learning and well-being experienced by the teachers and researchers. Interim analysis indicated that those teachers who strive toward their optimum level of learning and well-being are in the most appropriate position to provide children with the best possible experiences. (Author/BGC)

ED 400 107 PS 024 655

Schludermann, Shirin; And Others
Family Background, Adolescent Coping Styles, and Adjustment.
PUB DATE- Aug 96
NOTE- 14p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *Coping; *Emotional Adjustment; Emotional Development; *Family Characteristics; Family Influence; Foreign Countries; *Locus of Control; Personality; Self Esteem; Social Development; Test Construction; *Well Being
IDENTIFIERS- Canada

This study explored the effects of family background variables on coping styles, and the contribution of coping styles and locus of control to the overall adjustment of older adolescents. The objectives of this study were to develop a Canadian adaptation of the Seiffge-Krenke Adolescent Coping Style Scale; to explore the influences of family and personality variables on coping styles; to explore the influences of coping styles on overall adjustment; and to compare the influences of coping styles and locus of control. The subjects were 611 male and female Canadian university students between ages 17 and 18, who were required to complete the coping-styles scale along with other scales, some of which were consolidated into factor scores or averaged z-scores. The results suggest that family background significantly influences adolescents' coping style and that coping style is a substantial contributor to overall adjustment. (MOK)

ED 400 108 PS 024 656

Driebe, Nicole M.; And Others
Barriers to Parent Involvement in Head Start Programs.
PUB DATE- Jun 96
NOTE- 34p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Influences; *Employed Women; *Family Characteristics; Family Involvement; Learning Activities; Parent Child Relationship; *Parent Participation; *Young Children
IDENTIFIERS- *Barriers to Participation; New York (Upstate); *Project Head Start

Head Start stresses the partnership between the family and the early childhood program, a relationship that is becoming increasing important in a society where more women are entering the labor force and the number of children receiving non-familial child care continues to rise. This study sought to answer two questions: (1) Are there parents who are not participating in the parent involvement opportunities provided

ED 400 126   RC 019 510

The ANISA Model of Education: A Critique. Issues in Native Education.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Cognitive Development; Criticism; Curriculum Design; Educational Environment; *Educational Theories; Elementary Secondary Education; Experimental Schools; Foreign Countries; *Learning Processes; Models; Teaching Methods

The ANISA model of education (D. Streets and D. Jordan) classifies curriculum content into four areas--the physical environment, the human environment, the unknown environment, and the self--and encourages horizontal integration between content areas. The ANISA model holds that the process of learning consists of differentiation, integration, and generalization. The teacher's role is to help the learner achieve process as well as content goals, thus teaching the child to become a competent learner. While noting that the model is a carefully thought out comprehensive theory, this critical review uses the area of language acquisition to question ANISA assumptions about how humans learn, and discusses another model of learning presented by Joseph Chilton Pearce which maintains that the learner creates an inner model of outer stimuli according to his or her developmental constraints. This inner model is successively refined as the learner gains experience. Pearce's model differs from the ANISA model in that the learner's working theory of "how it all works" provides the categories for classifying incoming data. While the ANISA framework is a model of the linear sequential thinking prevalent in the Western world, the changing paradigms of modern science may be closing the door on scientism, and the capacity of the ANISA model to incorporate these changing paradigms will be the measure of its viability. The Alexander Indian Reserve, near Edmonton, Canada, has based its school philosophy on the ANISA model with dramatic results: attendance has doubled, vandalism has dropped, academic scores have risen, and community involvement has increased from 15 to 500 parents and friends attending home and school nights. (TD)

ED 400 127   RC 020 606

Castania, Kathy
Cultural Diversity in Rural Communities.
PUB DATE- Dec 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Change Strategies; *Community Programs; Community Relations; *Consciousness Raising; Cultural Awareness; *Cultural Pluralism; Intercultural Communication; *Intercultural Programs; Migrant Workers; Minority Groups; Multicultural Education; *Rural Areas
IDENTIFIERS- *New York (Wayne County)

As rural communities become more culturally diverse, the institutions and organizations that serve them must assist this

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indian History; American Indian Languages; American Indian Literature; American Indian Studies; Annotated Bibliographies; Audiovisual Aids; *Canada Natives; Elementary Secondary Education; *Eskimos; Foreign Countries; Instructional Material Evaluation; *Instructional Materials; *Library Collections; *Metis (People); *Resource Materials; Tribes
IDENTIFIERS- *Canada; Native Americans

This bibliography lists materials on Native peoples available through the library at the Manitoba Department of Education and Training (Canada). All materials are loanable except the periodicals collection, which is available for in-house use only. Materials are categorized under the headings of First Nations, Inuit, and Metis and include both print and audiovisual resources. Print materials include books, research studies, essays, theses, bibliographies, and journals; audiovisual materials include kits, pictures, jackdaws, phonodiscs, phonotapes, compact discs, videorecordings, and films. The approximately 2,000 listings include author, title, publisher, a brief description, library call number, and appropriate age level of the material. Age levels include early years, middle years, and senior years. Resources for teachers are also noted. Topics include the arts, crafts and games, music, autobiographies, biographies, contemporary society, culture groups, education, history, literature, Native languages, religion, mythology, and rites. The bibliography also includes criteria for identifying and evaluating bias in instructional resources involving culture, religion, sex, age, and disabilities; a glossary of terms; circulation policies for loanable and bookable resources; video dubbing information; information on the periodicals collection; and a title index. (LP)

ED 400 144 RC 020 736

Native Studies: Early Years (K-4). A Teacher's Resource Book.
PUB DATE- 95
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian History; Bilingualism; Canada Natives; *Culturally Relevant Education; Curriculum Guides; Elementary Education; Foreign Countries; Instructional Materials; *Learning Activities; Metis (People); *Social Studies; Teaching Guides; Units of Study; Values
IDENTIFIERS- *Manitoba

This curriculum guide was developed to give a Native American perspective to the social studies curriculum for Native students in Manitoba (Canada). The curriculum is appropriate for students in grades K-4 and is based on Native values such as respect, caring, sharing, honesty, kindness, and faith. The first section of the guide outlines three units of study for each grade level that focus on the incorporation of Native language, literature, and cultural knowledge and activities. Topics include career awareness, understanding self and others, seasonal activities, food, clothing, shelter, health and safety, communications, transportation, recreation, traditional roles of men and women, child rearing, survival in the environment, leadership, Native languages, and the lifestyles distance education program; and school boards should recognize that distance education imposes unique responsibilities on teachers which must be considered part of their workload. (LP)

ED 400 160 RC 020 757

Schoeni, Robert F.; And Others
The Mixed Economic Progress of Immigrants.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- American Dream; Asian Americans; *Educational Attainment; *Educational Status Comparison; Education Work Relationship; *Immigrants; Immigration; *Income; *Labor Force; *Males; Mexican Americans; Social Integration; Social Mobility
IDENTIFIERS- *California; Place of Birth

This report examines whether the economic well-being of male immigrants to the United States improves substantially over time, details differences in economic progress of immigrants from different countries of origin, and assesses the impact of educational attainment on immigrants' earnings. Analyses are based on Public Use Micro Samples of the 1970, 1980, and 1990 censuses. Since one in four California workers is an immigrant, findings for California are emphasized and compared to those for the nation. Immigrants to California are a heterogeneous group. Most are poorly educated and have low English proficiency, but substantial proportions are highly skilled or were educated in the United States. The largest immigrant group (37 percent) was born in Mexico; followed by 12 percent in Japan, Korea, or China; 9 percent in the Philippines; and 8 percent in Central America. Earnings of immigrant workers relative to native-born workers have declined substantially over the past 20 years, and immigrants have begun to dominate the lowest-skill jobs. Immigrants' economic progress over time varies considerably by country of origin. Japanese, Korean, and Chinese workers enter the U.S. labor market with wages much lower than native-born workers but reach parity in 10-15 years. Europeans enter with wages similar to natives and continue at parity. Mexicans enter with very low wages and experience a persistent wage gap. Although education is a powerful predictor of earnings, substantial differences in earnings profiles persist after adjusting for education. Finally, the rate of wage growth relative to native-born workers has not changed over time for any immigrant group. Contains 40 references and many data tables and figures. (SV)

ED 400 161 SE 054 246

Bousquet, Woodward S.
Promoting Student Investigation of Local Environmental Issues through the Southern Highlands Environmental Project: Project Report.
SPONS. AGENCY- Warren Wilson Coll., Swannanoa, NC.; Z. Smith Reynolds Foundation, Inc., Winston-Salem, NC.
PUB DATE- Jun 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Evaluation; Intermediate Grades; Junior High Schools; *Mathematical Logic; *Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; Resource Materials; *Thinking Skills

Students better understand problem solving when the basis for the problems are real-life situations. This book, geared for grades 4-8, offers multi-step, real-life problems to encourage students to think flexibly, creatively, and analytically about problem solving. It includes ideas for setting up a problem-solving classroom and assessment strategies. A comparison is included contrasting traditional textbook problems with real-world problems. It is emphasized that problem-solving should be integrated into all math topics. A checklist for guiding problem solvers is provided, including setting the mood and modeling an approach, noticing and responding to students' work habits, and managing the work sessions. Another section contains suggestions for making room for problem-solving within your school schedule, how to set up your classroom, and how to plan a problem-solving unit. Learning styles of introverted and extroverted students are discussed, as well as the importance of asking leading questions and drawing upon what students already know. Techniques for offering help and suggestions for boosting self-esteem are presented. The book also has 40 classroom-tested, real-life problems, followed by illustrated possible approaches to their solutions. (AIM)

ED 400 184 SE 059 042

Stenmark, Jean Kerr, Ed.
101 Short Problems from EQUALS = 101 Problemas Cortos del programma EQUALS.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Evaluation; Mathematics Instruction; Minority Groups; *Problem Solving; Womens Education; *Word Problems (Mathematics)

EQUALS is a teacher advisory program that helps elementary and secondary educators acquire methods and materials to attract minority and female students to mathematics. The program supports a problem-solving approach to mathematics, including having students working in groups, using active assessment methods, and incorporating a broad mathematics curriculum presented to students in a variety of contexts. This book contains problems aimed at enlarging students' resource bank of problem-solving strategies appropriate for grades 4 through 9. Also included are preliminary considerations, questions and suggestions, a problem list by mathematical topics, and a cross-reference chart of the problems. (JRH)

ED 400 185 SE 059 057

Scientific Literacy for All.
PUB DATE- 95

ED 400 208 SE 059 154

Young, Barbara N.; Hoffman, Lyubov
Discovery Lab in the Chemistry Lecture Room: Design and Evaluation of Audio-Visual Constructivist Methodology of Teaching Descriptive Inorganic Chemistry.
PUB DATE- 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Audiovisual Instruction; *Demonstrations (Science); Discovery Learning; Educational Strategies; *Inorganic Chemistry; *Science Experiments; Science Instruction; Scientific Concepts; Secondary Education; Student Attitudes; Teaching Methods; Technology

Demonstration of chemical reactions is a tool used in the teaching of inorganic descriptive chemistry to enable students to understand the fundamental concepts of chemistry through the use of concrete examples. For maximum benefit, students need to learn through discovery to observe, interpret, hypothesize, and draw conclusions; however, chemical discovery labs are time consuming to prepare and present and may involve hazards. The purpose of this study was to design an effective audio-visual method for teaching descriptive inorganic chemistry and to investigate whether an audio-visual method could be a viable alternative to the live demonstration method. Data were collected for quantitative and qualitative analysis. Quantitative analysis indicated that the audio-visual method does not account for a statistically significant proportion of variance in students' achievement scores. Qualitative analysis of data indicated that there was an equal preference of students for each method. Students favored either method of presentation (audio-visual or live demonstration) over the traditional lecture method. It was concluded that audio-visual discovery lab experiments can be used in teaching descriptive inorganic chemistry, but further research needs to be done to improve the quality and methodological design of audio-visual presentations. Contains 12 references. (JRH)

ED 400 209 SE 059 634

Peak, Lois; And Others
Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context. Initial Findings from the Third International Mathematics and Science Study.
PUB DATE- Nov 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; *Comparative Analysis; Educational Strategies; *Global Approach; *Grade 8; Junior High Schools; Mathematics Curriculum; *Mathematics Education; Mathematics Teachers; Observation; Questionnaires; Science Curriculum; *Science Education; Science Teachers; Teaching Methods
IDENTIFIERS- *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest, most comprehensive, and most rigorous

considered employability, licensure, and assessment of program graduates by employing principals. In general, results suggest that the program is working. (Contains 45 references.) (IAH)

ED 400 230 SP 036 896

Sikula, John, Ed.; And Others
Handbook of Research on Teacher Education. Second Edition.
PUB DATE- Mar 96
NOTE- 1,190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Philosophy; *Educational Research; Elementary Secondary Education; Higher Education; *Professional Development; *Research Reports; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators; Teaching (Occupation); *Theory Practice Relationship
IDENTIFIERS- *Reform Efforts

Research-based reform continues to strike a balance between the academic theories and classroom realities. This handbook provides a set of guidelines for the preparation of skilled instructors at all levels and career stages of teaching; establishes a curriculum for teacher education; and offers a forum for discussion in the field among teachers, teacher educators, and administrators. The volume seeks to balance the transitory nature of a career in education with the long-term commitment such a career entails, and examines the need for teacher education programs that would not only prepare instructors for new challenges but would provide them with the knowledge and skills to develop their professional careers and adapt their educational philosophies to the latest scholastic trends. In 48 chapters, leading authorities in the field of teacher education provide an approach to research-based reform and a pivotal analysis of professional growth. The handbook is organized into the following seven sections: (1) teacher education as a field of study; (3) recruitment, selection and initial preparation; (3) contextual influences on teacher education; (4) teacher education curriculum; (5) continuing professional growth, development and assessment; (6) diversity and equity issues; and (7) emerging directions in teacher education. (LL)

ED 400 231 SP 036 917

Rieck, William A.; And Others
An Investigation into the Effectiveness of Science Reform Strategies in Teaching Earth Science at the University Level.
PUB DATE- Jun 96
NOTE- 31p.; Funded jointly by the Louisiana Educational Quality Support Fund and the National Science Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Science; *Earth Science; Educational Change; Elementary Education; *Elementary School Science; *Elementary School Teachers; Higher Education; Instructional Innovation; Knowledge Level; Preservice Teacher Education; *Science Instruction; Teaching Methods
IDENTIFIERS- Pedagogical Content Knowledge

This study investigates the effectiveness of traditional and reform approaches in teaching earth science to future

Education; Higher Education; Introductory Courses; Preservice Teacher Education; Qualitative Research; *Readiness; *Student Attitudes; *Teacher Qualifications; *Teaching (Occupation)
IDENTIFIERS- *Preservice Teachers

A sample of preservice teacher education students (N=23) enrolled in their second set of core courses was presented with a scenario to learn their willingness to begin teaching immediately. The scenario, which asked them to respond by either accepting or rejecting a job offer in an urban public school setting, was presented on the second day of the class and again near the end of the semester. Students were also asked to justify in writing their perceptions of the skills and knowledge they possessed or lacked that caused them to respond in the manner they did. Of the 23 subjects, 6 initially accepted the offer and 17 rejected it. The most-cited reason for acceptance was that their previous experiences working with children had already provided them with the necessary skills to take on the task of teaching. The most-cited reason for rejection was the students' perceptions of their need for more formal education training. After the course, 15 students would refuse the job offer. Students at the end of the semester indicated needs for additional formal classwork, more classroom experience, and mentoring. appendixes provide two data tables and the scenario used for both initial and final responses. (Contains 28 references.) (JLS)

ED 400 250 SP 036 975

Townsend, Brenda L.; Patton, James M.
Three "Warring Souls" of African American High School Students.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Black Culture; *Black Students; *Culture Conflict; Higher Education; High Schools; High School Students; Racial Differences; *Social Adjustment; Social Differences; *Student Adjustment; *Student Attitudes
IDENTIFIERS- *African Americans; Hillsborough County Public Schools FL; Richmond Public Schools VA

In addition to the typical affective and social challenges faced by most learners with gifts and talents, African American students must negotiate additional challenges emanating from their unique culture. The identification of the social skills and processes utilized by these learners to negotiate their "warring souls" has been unexplored. These identities are: (1) African American in African-rooted culture; (2) African American in mainstream culture; and (3) African American in gifted culture. It has been hypothesized that the challenges facing these students, their families, educators, and this society result from conflicts that emanate from their transcultural experience. A preliminary, qualitative research project was conducted. Focus groups were convened at a small high school in Richmond (Virginia) that serves primarily African American learners with gifts and talents and at a high school in Tampa (Florida) with a student population of 1,880. Students' responses revealed several patterns: (1) students reported rarely feeling that they had to hide their giftedness; (2) students did not feel they had to choose between the identity of African American and gifted; (3) students who were statistical minorities in class expressed frustration with being forced to engage in activities typical of dominant culture youth; and (4) students asserted that adapting their allowing item review is one without a clear answer, but the interests of test takers and test givers should be protected, perhaps by the development of new types of CAT. (Contains 1 table and 23 references.) (SLD)

ED 400 268 TM 025 373

Bode, Rita K.
Is It Ability Grouping or the Tailoring of Instruction That Makes a Difference in Student Achievement?
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Elementary Education; *Elementary School Students; *Equal Education; Grade 8; High Achievement; Item Response Theory; Low Achievement; *Mathematics Achievement; Mathematics Instruction; *Track System (Education)
IDENTIFIERS- Hierarchical Linear Modeling; Rasch Model; Second International Mathematics Study

The controversy about ability grouping in education boils down to a conflict between the educational goals of excellence and of equity. There is considerable evidence that ability grouping is effective in producing learning, but not for all students. This study addresses substantive issues raised in previous research, exploring whether ability grouping works, and for whom it works. The focus of the study is the use of one type of ability grouping, within class ability grouping, in eighth-grade mathematics instruction. Data from the Second International Mathematics Study were used, with a sample of 3,991 U.S. eighth graders from 127 schools. Student- and class-level data files were created, and Rasch measures were developed. The statistical model used was hierarchical linear modeling. Results show that the use of within-class ability grouping and instructional tailoring has no effect on average eighth-grade mathematics achievement. In addition, the use of within-class grouping has no effect on the link between previous and subsequent eighth-grade mathematics achievement and the extent to which it varies across classes. It appears that instructional tailoring allows high achievers to perform to their maximum but does not have negative effects on low achievers. (Contains 2 tables, 6 figures, and 15 references.) (SLD)

ED 400 269 TM 025 383

Daniel, Larry G.
Kerlinger's Research Myths: An Overview with Implications for Professors of Educational Research.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Educational Research; Mythology; Research Design; *Research Methodology; Research Problems;

A list of contributors is appended. (MSE)

ED 399 827 HE 029 412

Nixon, Robert O.
A Source Document on Accelerated Courses and Programs at Accredited Two & Four Year Colleges and Universities.
PUB DATE- 96
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acceleration (Education); Annotated Bibliographies; Case Studies; Classroom Techniques; *College Instruction; Comparative Analysis; *Course Organization; Curriculum Design; Directories; Educational Strategies; Foreign Countries; Higher Education; *Instructional Effectiveness; National Surveys; Teaching Methods; *Weekend Programs
IDENTIFIERS- Canada; Pima Community College AZ; United States

The source document is intended to inform college and university faculty and administrators about the kinds of accelerated courses and programs currently offered in the United States and Canada. Data were drawn primarily from a survey of 424 schools, 217 of which were using accelerated courses and programs at the time. Contents of the document include: an overview of survey results and the questionnaire used; an introduction to the philosophy and strategy of accelerated courses; a reprint of "Teaching on Weekends" (James R. East), an overview of weekend courses; notes on the history, development, and implementation of accelerated courses at Pima Community College (Arizona); a general discussion of survey responses, including comments on the advantages and disadvantages of accelerated courses and learning; a directory of two- and four-year accredited postsecondary institutions offering accelerated courses; a comparison of student outcomes in two similar courses, one taught in the accelerated mode over two consecutive weekends and one taught traditionally over 16 weeks; statistical analysis of the survey data; a review of recent literature on accelerated courses, programs, and learning; and a geographic listing of the two- and four-year schools selected for the survey. (An annotated bibliography contains 79 references.) (MSE)

ED 399 828 HE 029 413

The Diverse Educational Environment: An Update Report on Systemwide Student and Faculty Diversity Data and Program Initiatives.
PUB DATE- 27 Jun 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Faculty; College Freshmen; *College Students; *Cultural Pluralism; Enrollment; Enrollment Rate; *Enrollment Trends; Ethnic Groups; Higher Education; Hispanic Americans; In State Students; Minority Groups; Out of State Students; Place of Residence; Public Policy; *Racial Distribution; School Demography; State Surveys; State Universities; Statewide Planning; Student Characteristics; Teacher Characteristics; Trend Analysis

have risen 82 percent and the Consumer Price Index 74 percent; (2) the two factors most responsible for tuition increases were the rise in schools' expenditures and schools' greater dependency on tuition as a revenue source; (3) schools' expenditures increased 121 percent over this period; (4) the share of schools' revenue provided by tuition rose from 16 to 23 percent and the share of revenue provided by state appropriations declined by 14 percentage points; and (5) states average tuition charges for in-state students varied from a low of $1,524 to a high of $5,521 in 1994-95. Colleges have undertaken a variety of initiatives to deal with students' increasing financial burdens including holding down tuition increases, making paying for college easier, and streamlining students' progress to graduation. (Contains a list of 8 related products from the General Accounting Office.) Contains 24 references. (MAH)

ED 399 848 HE 029 480

Kerr, Clark
Preserving the Master Plan: What Is To Be Done in a New Epoch of More Limited Growth of Resources? Report 94-3.
PUB DATE- Oct 94
NOTE- 16p.; An earlier version of this paper was presented to the California Board of Regents and the California State University Trustees Joint Board Meeting (October 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Demography; *Educational Demand; *Educational Planning; *Educational Supply; Enrollment Projections; Financial Policy; Higher Education; *Long Range Planning; *Master Plans; Minority Groups; Population Trends; Public Colleges; Resource Allocation; Statewide Planning; Trend Analysis
IDENTIFIERS- *California

Under the Master Plan of 1960, California was the first state to provide universal access to higher education for all high school graduates. Despite great success at all levels, higher education in California is now facing a crisis. National and state-wide recessions have reduced resources while potential enrollment is sharply increasing from three sources: first, "tidal wave II" as the grandchildren of World War II veterans reach college-age; second, the increasing number of adults entering or returning to college; and, third, increasing minority group participation. Demand continues to increase, resources continue to decline, and the per student cost is still rising. A response to the immediate needs is not enough, a new Master Plan is needed. As the Plan of 1960 looked ahead to 1975, a new Resource Master Plan must be developed now for the future. Issues to be addressed include: (1) the highest priorities for higher education; (2) the best mechanisms for implementation; (3) greater access to state resources; (4) more effective use of student time; (5) fairer competition for higher education in obtaining state resources, and more control by the governor and legislature over all state expenditures; (6) redistribution of resources among segments; (7) better use of resources within segments, under leadership by the segments; and (8) careful study of new facilities. (JLS)

ED 399 849 HE 029 481

Pickens, William

Comparative Education; Curriculum Design; *Degrees (Academic); Doctoral Programs; Foreign Countries; Foreign Students; Higher Education; Policy Formation; Study Abroad; *Transfer Policy; Transfer Students

IDENTIFIERS- *Europe; UNESCO; *United States

From 1992-94, a working group appointed by the United Nations Educational, Scientific, and Cultural Organization's (UNESCO's) European Centre for Higher Education (CEPES) reviewed the perceived and actual recognition of studies completed by students from Europe and the United States at institution on both continents. This report reviews that working group's terms of reference, membership, and proceedings. It frames the issues, describes the European and U.S. educational systems, and discusses the fundamental differences between them. It then examines in more detail three specific issues in recognition across systems, using a classification of European countries by general system type, into four groups (Anglophone countries, Nordic countries, Central and Eastern European countries, and Western European continental countries). The three recognition issues are: (1) access to higher education; (2) intermediate qualifications and partially completed degrees; and (3) access to doctoral studies. In each of these areas, the issues are defined and the recommendations of the working group are presented. General guidelines and recommendations of the working group are summarized in the final section. A list of working group members is appended. (Contains 10 references.) (MSE)

ED 399 868 HE 029 503

Aldrich-Langen, Caroline, Ed.

Methods and Skills for Research on Foreign Educational Systems. A Report on the NASFA/EAIE 1994 Seminars (Coral Gables, Florida, June 3-5 and Cambridge, England, United Kingdom, November 22-23). PIER World Education Series.

PUB DATE- 95

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Standards; Certification; College Admission; *College Credits; College Curriculum; Comparative Analysis; Comparative Education; Curriculum Design; Degrees (Academic); Elementary Secondary Education; Foreign Countries; Higher Education; International Educational Exchange; Models; Policy Formation; *Research Methodology; *Student Placement; Technical Education; *Transfer Policy; Transfer Students; Vocational Education

IDENTIFIERS- Brazil; Chile; Ghana; Mexico; South Africa

The report presents results of two seminars, held in Miami (Florida) and Cambridge (England), in which representatives of two groups, The European Association for International Education and the National Association for Foreign Student Affairs: Association of International Educators, met for intensive discussion of the methods for and design of research on foreign educational systems. This inquiry emerged from the need to improve credential evaluation for admission, placement, and transfer of students across systems. The first seminar focused on content needed in a monograph describing a country's educational system, and resulted in a generic model outline or

IDENTIFIERS- Intellectual Community; Intellectuals;
*Professionalism

Nine articles discuss the nature and structure of public scholarship. The articles are: (1) "Divided No More" by Parker J. Palmer, who urges academics to act publicly on their convictions; (2) "The Public Intellectual as Transgressor?" by William M. Sullivan, who urges the reinvention of a "public" orientation to intellectual life within higher education; (3) "Public Scholarship" by Jay Rosen, who describes the Project on Public Life and the Press and urges both journalists and scholars to learn more about public life by leading public lives; (4) "In Whose Favor Am I Teaching?" by Janice L. Lucas, who uses an experience with a student to illustrate the need to go beyond the curriculum in addressing private issues that have become public problems; (5) "The Public Scholar Who Never Was" by James Norment, who questions the graduate training system for its avoidance of the essential tensions in personal and public reflection; (6) "Academic Professionalism and the New Public Mindedness" by Maria M. Farland, who offers evidence of an interest in the public by academics; (7) "Education for Political Life" by Alejandro Sanz de Santamaria, a professor in Colombia, who regrets a life divided between the academy and the community; (8) "Marketing the Mind" by Robert F. Gish, who expresses concern about the adoption of corporate management, production, and marketing strategies by universities; and (9) "Inventing Public Scholarship" by David Mathews, who considers the meaning of public scholarship from various viewpoints. (Some papers contain references.) (MAH)

ED 399 886 HE 029 522

Miller, Michael T.
Research Agenda Development by New Faculty: A Case Study.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); *Administrator Role; Beginning Teachers; Career Ladders; College Faculty; Communication (Thought Transfer); Faculty Promotion; Higher Education; Interviews; Mentors; *Nontenured Faculty; *Peer Relationship; *Professional Development; Publish or Perish Issue; *Research Universities

This report, based on a series of interviews and document analyses, presents a case study of one new college faculty member showing the relationships between a department chair, program head, and the new faculty member concerning research expectations and development. The report argues that to be successful in the contemporary research university, a new faculty member must be equipped and able to assume directed lines of inquiry. It maintains that, considering issues of tenure, promotion, and career satisfaction, this research agenda is heightened in importance and becomes an issue for the employing department as well as the faculty member. Analysis suggests that the department chair can aid a new faculty member in establishing a research agenda by providing mentoring opportunities, allowing for open communication, providing peer support, and allowing for concentration on content knowledge. (Contains 13 references.) (Author/CK)

ED 399 887 HE 029 523

universities. A total of $29 million is authorized, of which $22.9 million is earmarked in various amounts for grants to the following 12 institutions: Fisk University and Knoxville College in Tennessee; Miles College, Talladega College, Selma University, Stillman College, and Concordia College in Alabama; Allen University, Claflin College, and Voorhees College in South Carolina; and Rust College and Tougaloos University in Mississippi. The report outlines the background and need for the legislation, lists prior Committee actions, provides a section-by-section analysis of the bill, addresses cost and compliance matters, and includes an inflationary impact statement. A communication from the Congressional Budget Office estimates the budgetary implications of the bill. (CH)

ED 399 906 HE 029 542

Sacks, Peter
Generation X Goes to College. An Eye-Opening Account of Teaching in Postmodern America.
PUB DATE- Aug 96
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Age Differences; *Baby Boomers; Beginning Teachers; College Students; Cultural Differences; Educational Objectives; *Generation Gap; Higher Education; Personal Narratives; Social Change; Student Alienation; *Student Attitudes; Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Role; Teacher Student Relationship
IDENTIFIERS- California; *Generation X; Postmodernism

This book describes how a journalist turned college professor faces the students of Generation X at a community college in California. He discovers a culture war between generations--a culture wave between college teachers, typically Baby Boomers and members of Generation X. This cultural divide is between the modern and postmodern worlds and the problems seen stem from educators, who reared under the tenets of the modern age, are confronted by a new reality: a generation of young people who have emerged from a radically changed, postmodern society. The system errs on the side of mediocrity and makes too much allowance for consumerism. Instead, the new roles of the educator in postmodern society should be recognized: (1) guiding students in the use of information-gathering tools; and (2) helping students imagine new ways of looking at knowledge. The educational establishment needs to understand and fully articulate, to itself and to the public, that it is trying to teach people of a new sort. Academic standards, however, should not be lowered, even in the face of consumer pressure. Colleges must end grade inflation and work to make grades again mean what they purport to mean. Colleges are adapting to the poor habits of the students, rather than students adapting to the requirements of the institutions. (Contains 185 references) (JLS)

ED 399 907 HE 029 543

Alvino, Kathleen M., Ed.
Strategic Planning: A Human Resource Tool for Higher Education.
PUB DATE- 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

presidency; retirement from university life; and closing remarks. (CK)

ED 399 925   HE 029 561

Marchese, Theodore J., Ed.
AAHE Bulletin, 1995-96.
PUB DATE- 96
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Administrator Role; Citizen Participation; College Faculty; College Freshmen; *College Instruction; College School Cooperation; Departments; *Distance Education; *Educational Assessment; Educational Change; *Educational Quality; Elementary Secondary Education; Higher Education; Instructional Improvement; School Schedules; Student Evaluation; Undergraduate Study
IDENTIFIERS- *American Association for Higher Education

The 10 issues of this organizational bulletin for the 1995-96 school year present reports, reviews, and essays on issues concerning the advancement of higher education as well as organizational news items. Major articles include: "Bowling Alone"--An Interview with Robert Putnam; "Crossing Boundaries: Pathways to Productive Learning and Community Renewal" (Russell Edgerton); "'Read My Lips': The Academic Administrator's Role in the Campus Focus on Teaching" (Joan Deguire North); "Front-End Alignment/An Introduction to the Standards Movement" (Ruth Mitchell); "How Standards-Based K-12 Reforms Affect Higher Education" (Francis Griffith); "Student Collaboration: Not Always What the Instructor Wants" (Donald McCabe and Sally Cole); "Reassessing (and Defining) Assessment" (Thomas Angelo); "Just Say No' to Calendar Change" (Thomas Trzyna); "Distance Education: The Options Follow Mission" (Susan Rogers); "Resources for Learning about Distance Education"; "Giving Distance Learning a Try" (Norman Coombs and Edward White); "Crossing Boundaries" (information about the 1996 national conference); "Persistent Problems in Evaluating College Teaching" (W. J. McKeachie and Matthew Kaplan); "Closer to the Disciplines: A Model for Improving Teaching within Departments" (Deborah DeZure); "The Search for Next-Century Learning/An Interview with John Abbott" (Ted Marchese); "The Name Game: Forward to the Past/The Right Job Title Can Make a Big Difference" (Martin Schoppmeyer and Christopher Lucas); "The Partnership Terrain/Results of a Study of School-College Partnerships" (Louis Albert and Franklin Wilbur); "Transforming Assessment: High Standards for Higher Learning" (Thomas Angelo); "What Research Says about Improving Undergraduate Education/Twelve Attributes of a High-Quality Experience"; "The Baldridge in Education: Why It Is Needed and What the First Pilot Year Produced" (Daniel Seymour); "Assessment and CQI: Could Collaboration Be on the Horizon" (Monika Springer Schnell); and "Out of Africa: A Model for Others" (Linda Chrisholm and Louis Albert); "'Motor Voter': How the New Law Can Help Colleges Promote Civic Engagement" (an interview with David Warren); "An Agenda for Involving Faculty in Service" (Deborah Hirsch); "It Was Time To Act, and Southern University Did: New Orleans Partnership Prepares Young Professionals To Meet Urban Needs" (Deborah Smith); "Making Learning Communities Work/Seven Lessons from Temple's Effort to Transform the First-Year Experience" (Jodi Levine and Daniel Tompkins); and "Crossing Boundaries: Pathways to Productive Learning and Community Renewal" (excerpts from the 1996 national

School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994).
PUB DATE- Feb 95
NOTE- 150p.; For selected papers, see IR 056 059-076, ED 374 816, ED 375 834, ED 375 856, and ED 377 879.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Conference Proceedings; *Cultural Literacy; Elementary Secondary Education; Foreign Countries; Libraries; *Library Role; *Literacy; Technological Advancement; *Technological Literacy
IDENTIFIERS- International Association of School Librarianship

Themes of the 23rd Annual International Association of School Librarianship conference included "Traditional Literacy," "The Current Status of Libraries," "Literacy in a Technological World," and "Preserving Cultural and Historical Literacy." The following papers were presented at the conference: (1) "Bunko: Private Mini-Libraries for Children in Japan," (Satoru Takeuchi); (2) "Literacy for the School Librarian," (Anna E. Altmann); (3) "The State of the World's School Libraries," (Diljit Singh); (4) "Young Adult Reading Habits in Ukraine," (Christine Sochocky); (5) "Literacy Without Libraries: Promoting Literacy Among School Children in Nigeria," (Virginia W. Dike); (6) "Picking a Winner: Children as Judges and Evaluators of Picture Books--the Irma S. and James H. Black Award," (Linda Greengrass); (7) "Libraries Alive: Promoting Libraries and Literature," (Suzette Boyd); (8) "A Transformation in Teacher Education: or How Can Disadvantaged Teachers Become Information Literate," (Sandra Olen); (9) "Using Editorial Cartoons in the Curriculum to Enhance Visual (and Political) Literacy," (Susan Steinfirst); (10) "Preschool Partnerships: School and Public Library Cooperation to Facilitate School Readiness," (Barbara Immroth and Viki Ash-Geisler); (11) "Enhancing Information Literacy Skills Across the Curriculum," (Marlene Giguere et al.); (12) "Curriculum-Enhanced MARC (CEMARC): A New Cataloging Format for School Librarians," (Catherine Murphy); (13) "Emerging Technologies: Applications and Implications for School Library Media Centers," (Kathleen W. Craver); (14) "Students Becoming Life-Long Users: Vision Becoming Reality," (Judith A. Garlow); (15) "Research in Teacher-Librarianship and the Institutionalization of Change," (Ken Haycock); (16) "Children's Literature and the Holocaust," (Martin Goldberg); (17) "The Selection, Evaluation, and Integration of Culturally Authentic Texts: A Case for Making the On-Line Catalog Reflect Parallel Culture," (Teri S. Lesesne and Sylvia Hall-Ellis); (18) "The Classroom Library Project in South Africa," (Sophia le Roux); (19) "Incorporating Oral History into the Curriculum," (Loriene Roy); (20) "Incorporating Oral History into the Curriculum: A Pathfinder," (Hilary Craiglow); (21) "Literacy and the Inner City Children," (Jack Stack); and (22) "Looking at Britain's National Curriculum for English: Promoting Long Established Children's Fiction and Stories from a Variety of Cultures and Traditions," (Helga B. Visscher). (SWC)

ED 399 944 IR 056 059

Takeuchi, Satoru
Bunko: Private Mini-Libraries for Children in Japan.
PUB DATE- Feb 95
NOTE- 5p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh,

ED 399 962 IR 056 105

Adams, Kate
Library Support for UNL Distant Learners.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; *Distance Education; Educational Planning; Graduate Study; Higher Education; Interlibrary Loans; *Library Role; *Library Services; Organizational Objectives; Reference Services; Technological Advancement; Users (Information)
IDENTIFIERS- *University of Nebraska Lincoln

Distance education strategies offer the potential to overcome barriers of time and distance. The University of Nebraska-Lincoln Libraries have been providing an array of services to distant learners enrolled in UNL graduate degree programs. This paper reviews the services that the UNL Libraries have developed, describes current objectives, and discusses the role of the Libraries in the University's planning process for distance education. The three components of the University Libraries' distance education program are: (1) remote access to electronic resources; (2) liaison librarian for reference assistance and instruction; and (3) delivery of materials to distance education students, mainly through interlibrary loan. Technological changes are affecting librarians, teaching faculty, and distant students. As the UNL Libraries partner with other units within the University and the state, they are well-positioned to respond to technological change and deliver high quality service to distance education students. Three appendices include two flyers on library services to UNL distance education students, and a list of handouts distributed to distance education students for the 1996 summer session. (Author/SWC)

ED 399 963 IR 056 106

Godbey, Ruth
Enhancing Your Library's Public Relations with "Lunch-and-Learn" Workshops.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Attendance; Faculty; Higher Education; Information Services; Library Instruction; Library Personnel; *Library Services; *Public Relations; *User Needs (Information); *Workshops
IDENTIFIERS- *Creighton University NE; Topic Selection

The staff of the Creighton University (Omaha, Nebraska) Health Sciences Library has been able to improve not only the library's public relations but also the image of the library by presenting weekly "Lunch-and-Learn" workshops. Since 1990, approximately 15 workshops have been presented each semester with topics ranging from cancer genetics and health care reform to surfing the Internet. In addition to library staff members serving as workshop leaders, Creighton University faculty members have also shared their fields of expertise. Attendance

(141)
DESCRIPTORS- *Curriculum Development; *Improvement Programs; *Mathematics Education; Mathematics Teachers; Postsecondary Education; *Preservice Teacher Education; *Science Education; Science Teachers; Student Teachers; Teacher Developed Materials; *Teacher Education Programs; Teacher Effectiveness; Teacher Improvement

The Eisenhower Pre-Service Teacher Education Project was developed by the University of Central Florida, the five community colleges in Region III of the Higher Education Consortium, and the private college and universities in the same region to design curriculum changes to improve the preparation of elementary and secondary math and science teachers. Faculty members at participating institutions developed projects designed to both improve the math and science content knowledge of pre-service teachers, as well as teaching methods in undergraduate math and science courses. Funded projects included the following: (1) the introduction of "hands-on" activities into college Astronomy and Oceanography courses; (2) the identification of potential K-12 pre-service teachers during their freshman and sophomore years to improve their math and science backgrounds; (3) the development of a field study guide for a college arboretum; (4) regional meetings of two-year college physics teachers to increase communication; (5) the implementation of a professional development speaker series of workshops and discussions focusing on teaching strategies; (6) the development of a statistics activity to let student teachers collect and analyze data from local elementary schools; and (7) an effort to provide methods training to four mathematics majors and allow them to teach classes at local high schools. A sample project and end-of-project evaluation are included. (HAA)

ED 399 982 JC 960 571

Seppanen, Loretta
Job Skills Enhancement: An Evaluation of Publicly Funded Postsecondary Workforce Training and State and Federally Funded Basic Skills Training for Workers Upgrading Their Job Skills. Research Report Number 96-2.
PUB DATE- Aug 96
NOTE- 37p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Declining Enrollment; *Enrollment Influences; Enrollment Trends; *Job Skills; *Job Training; *Outcomes of Education; *Retraining; State Surveys; *Student Characteristics; Technical Institutes; Two Year Colleges; Two Year College Students; Wages
IDENTIFIERS- *Washington State Community College System

In August 1996, the Washington State Board for Community and Technical Colleges conducted a study of the characteristics of workers enrolled in state and federally funded job skills enhancement training programs from 1990 to 1995 to determine related needs for the state's community and technical colleges. Data sources included a survey of 1,151 upgrading students at 8 representative colleges in November 1990; spring 1990 focus group interviews with upgrading students at 6 community colleges; data from college records and state unemployment records for all 13,200 upgrading students who left college during 1991-92; and System enrollment records from fall 1990 to fall 1995. Study findings included the following: (1) in fall trends, program enrollment fluctuations, retention rates, and dropout patterns. Specific factors that can be tracked with StudentPal include students who have low grade point averages and are older than a given age or are from certain zip code areas, as well as those who withdraw, have incomplete financial aid files, or have not attained their goals. The program has significantly enhanced the fulfillment of the objectives and initiatives of the Multicultural Affairs Program. In addition, once the program was in place, an early warning and retention system was developed to facilitate faculty referrals of potential at-risk students. StudentPal hardware and software requirements and a sample early warning form are included. (AJL)

ED 400 000 JC 960 596

Getskow, Veronica A.
Community College: Impressions and Images Gained through Publications.
PUB DATE- 4 Jun 96
NOTE- 25p.; Master's Research Paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Community Colleges; Educational Researchers; Faculty Organizations; *Faculty Publishing; *Institutional Research; Literature Reviews; *Mass Media; National Organizations; *Scholarly Journals; Scholarship; State Agencies; Two Year Colleges

The community college movement has been well-documented since the organization of the first junior colleges. This documentation has been maintained by six groups: scholars and professors, the popular media, institutional research, state agencies, faculty organizations, and national organizations. Currently, approximately 100 scholars and professors employed in prestigious university or college settings research, teach, and write about community colleges. Written by recognized experts in the field, this research is generally influential, but is usually published in scholarly journals with limited readerships. In contrast, writings produced by the popular media have the potential for a vast readership, which makes it the second most influential category of documents. Institutional researchers produce reports on preset topics to meet mandates from many sources and directed at a small, select audience. State agencies, for their part, make specific fact and figure requests from individual community colleges and publish information on demographics, student progress and success, and course offerings. Although faculty in community colleges do not usually experience the same pressure to publish as university faculty, they do produce materials in the form of reports by faculty groups, updates on research projects, current trends, and practical application. Finally, national organizations can produce influential works since they often enjoy a solid financial base from dues-paying members and strong networks and affiliations. Contains 68 references. (HAA)

ED 400 001 JC 960 597

L'evaluation des programmes d'etudes au Quebec. Etude de cas: Les programmes des techniques d'education en services de garde au Cegep de Saint-Jerome (The Evaluation of Programs of Study in Quebec. Case Study: Child Care Education Programs in CEGEP Saint Jerome).

ED 400 018 JC 960 617

Hodge, Valerie L.
Bellevue Community College Student Profile, Fall 1995.
PUB DATE- Apr 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Age; College Transfer Students; Community Colleges; *Enrollment; *Enrollment Trends; Ethnicity; Females; Full Time Equivalency; Institutional Characteristics; Males; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Bellevue Community College WA

Intended for the college community and various campus constituencies working with the college, this report provides data on students enrolled at Bellevue Community College (BCC), in Washington, as of fall 1995. Following an executive summary and introduction, data are presented for 1990-95 and specifically for fall 1995 on student age, gender, ethnic/racial characteristics, origin and transfer status, educational goals and intent, credit status and attendance characteristics, and enrollment by program. Highlighted findings include the following: (1) a total of 17,023 students were enrolled in fall 1995, including 9,085 for college credit; (2) 62% of all students were female; (3) the average age for all students was 31.6 years, while the average age for college credit students was 26 years; (4) 17% of the college credit students were students of color; (5) in fall 1995, BCC enrolled nearly 1,000 fewer new students than in fall 1990, while the numbers of continuing and returning students increased; (6) nearly 80% of the college credit students declared an academic, as opposed to occupational, educational intent when they applied for admission; and (7) 66% of full-time equivalent enrollments were in academic programs, 23% were in occupational programs, and 12% were in community service. Appendixes provide a list of zip codes and community names, communities and zip codes in BCC's service area, and a map of the college service area. (HAA)

ED 400 019 JC 960 618

Marashio Paul, Ed.; And Others
Pedagogy Journal, 1996.
PUB DATE- 96
NOTE- 145p.; Published annually; for volumes 1-2, see ED 389 381-382.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Curriculum Development; Distance Education; Faculty Development; *Instructional Effectiveness; *Instructional Improvement; *Instructional Materials; *Student Motivation; *Teaching Methods; Two Year Colleges; Writing Instruction

This annual serial volume contains 19 articles offering practical pedagogical ideas from faculty at New Hampshire technical colleges. The following articles are presented: (1) "Goodbye Mr. Desrochers or What I Learned While Teaching My First Lit. Course," by Diane Chin; (2) "A Teacher Learns: Building a Fly

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Decision Making; Foreign Countries; Parent Attitudes; Parent Role; *Parents; Parent School Relationship; *School Choice; *Secondary Education
IDENTIFIERS- Education Reform Act 1988 (England); England (London); Rational Choice Theory; *Rational Decision Making

This longitudinal study of eight London families used rational choice theory to explore the extent to which parents behaved rationally while seeking a secondary school for their children, according to rights given them by England's Education Reform Act (1988). Families were recruited at two London primary schools serving predominantly low socioeconomic areas. Parents were interviewed five times and maintained diaries over the 18 month school choice process. Interview questions concerned criteria used when choosing schools, processes used to seek information, and strategies used to create a preference order. Findings suggested that parents did not act rationally when investigating and selecting schools. Rational choice theory predictions were more useful in explaining the tactics parents used in deciding what schools to list and the order in which to list them. Most parents tried to quantify uncertainty in the process by applying information they had gained earlier. The number of places available, number of potential applicants, and range of the school's catchment area determined level of risk involved in a choice or priority order. Parents tried to obtain accurate information but some did not trust the local authorities, could not obtain the needed information, or did not recall the needed information so could not realistically assess the amount of risk. The report concluded that rational choice theory was not satisfactory for an analysis of the choice because choice under uncertainty was not rational; attitudes, values, and personality also influenced behavior. Two appendices describe the families and the schools involved. (Contains 31 references.) (KDFB)

ED 400 037 PS 024 401

du Bois-Reymond, Manuela, Ed.; And Others
Childhood and Youth in Germany and the Netherlands: Transitions and Coping Strategies of Adolescents.
PUB DATE- 95
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescent Development; *Adolescents; Child Health; *Coping; Developmental Stages; Drug Use; Foreign Countries; Information Needs; Information Seeking; *Mental Health; Parent Child Relationship; Parent Role; Sex Differences; Sexuality; Status; Status Need; Violence; *Youth; Youth Problems
IDENTIFIERS- *Adolescent Attitudes; Germany; Netherlands; *Transition Time; Youth Studies

This book examines how young people in Germany and the Netherlands grow into adults in their society and how they cope with the accompanying experiences and changes. The 14 chapters of the book are: (1) "The Modernization of the Youth Phase. Educational, Professional and Family Careers of Dutch Youth in the Nineties" (Els Peters); (2) "Courtship and Sexuality in the Youth Phase" (Janita Ravesloot); (3) "The Role of Parents in the Transition Period of Young People" (Manuela du Bois-Reymond); (4) "The Impact of Social and Cultural Modernisation on the Everyday Lives of Children. Theoretical and Methodological Framework and First Results of an Inter-cultural

ED 400 055 PS 024 534

Virginia School Health Guidelines.
PUB DATE- Aug 92
NOTE- 468p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administration; Agency Cooperation; *Child Health; Elementary Schools; Environmental Influences; *Health Personnel; *Health Programs; Health Promotion; High Schools; Immunization Programs; Integrated Services; Program Evaluation; Risk Management; *School Health Services; School Nurses; Special Needs Students; State Regulation
IDENTIFIERS- *Virginia; Virginia Department of Education

Virginia's Department of Education and Department of Health are concerned with the health of children and youth, and with the implementation of comprehensive school health programs. These guidelines provide a basis for developing a model school health program or for enriching an existing program, focusing on health services and school environment. Following a foreword noting that local autonomy, the presence of professional personnel, and availability of resources will influence the way the guidelines are adapted for local use, the sections of the guidelines are: (1) "Administrative Aspects of School Health," including interagency agreements and delineation of roles and responsibilities; (2) "School Health Environment," including mechanical operations and school food service; (3) "School Health Services," including special education medical assessment, school procedures for child protective services, and special health services; (4) "Risk Management," on legal liability issues and record-keeping; (5) "Students with Special Needs," including related public laws and sections of the Rehabilitation Act; (6) "Code of Virginia: Sections Relating to School Health," including attendance requirement, vision and hearing screening, and substance abuse; (7) "Evaluation of School Health Services," with specific guidelines; and (8) "Virginia School Health Forms," including certificate of religious exemption, scoliosis report, nutrition worksheet and referral form, and cumulative health record. Six appendices include recommendations from Virginia House and Senate, school nurse performance evaluations, and communicable disease reference chart. (WJC)

ED 400 056 PS 024 535

Beauchamp, Denise
An Inquiry into the Contributions of the School and of the Family to Children's Successes in French Minority Schools: A Case Study of Exogamous Families at Ecole Emilie-Tremblay.
PUB DATE- May 96
NOTE- 46p.; M.Ed. project, University of Alaska Southeast.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Family Environment; Foreign Countries; *Intermarriage; Language Acquisition; Language Enrollment; *Language Minorities; Language of Instruction; Minority Groups; Parent Child Relationship; *Parent Participation; *Parent School Relationship; Qualitative Research; *School

collection methods, Bloom's Taxonomy, and intervention procedures. Contains 29 references.) (KDFB)

ED 400 073 PS 024 582

Casey, Linda; And Others
Advancing Academic Achievement in the Heterogeneous Classroom.
PUB DATE- Jun 95
NOTE- 96p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academically Gifted; Action Research; Classroom Techniques; *Cooperative Learning; *Grouping (Instructional Purposes); Heterogeneous Grouping; *Individualized Instruction; Individual Needs; *Instructional Improvement; Intervention; Parochial Schools; Regular and Special Education Relationship; Secondary Education; Special Education; *Student Educational Objectives; Student Needs; Student Projects; Underachievement
IDENTIFIERS- *Heterogeneous Classrooms

This master's project analyzed the implementation of a program designed to address the academic needs of all students in a heterogeneous classroom. The targeted population consisted of secondary parochial school students from working and middle class backgrounds in or around a large midwestern metropolitan area. Problems of underachievement were documented through surveys, interviews, and teacher observations. Analysis of probable cause data revealed that teachers tend to teach to average students and do not sufficiently address the special needs of the upper and lower ability ranges, resulting in students not being actively engaged in the learning process and failing to take responsibility for their learning. Three major categories of intervention were selected to incorporate higher-order thinking skills into students' daily activities: the integrated use of cooperative grouping techniques, the implementation and monitoring of student goals, and the development of student awareness of the intelligent behaviors concept. Results showed that students of all classes improved at the low end of the ability range, and three of the four classes improved at the average and high ends of the ability range. This seemed to indicate that using project-based learning to implement cooperative grouping, goal setting, and intelligent behaviors was beneficial to most students. (Appendices include funding sources, administrative study, teacher survey, sample lessons and projects, and an intelligent behaviors self-assessment survey. Contains 21 references.) (Author/EV)

ED 400 074 PS 024 585

Johnson, Julia; Reed, Faye
Improving Student's Ability To Resolve Conflict.
PUB DATE- Apr 96
NOTE- 111p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Childrens Literature; *Classroom Techniques; *Conflict Resolution; *Cooperative Learning; Elementary School Students; Family Problems; Interpersonal

English; Foreign Countries; Longitudinal Studies; Mathematics Achievement; Secondary Education; *Self Concept; *Single Sex Schools
IDENTIFIERS- Australia (Sydney); Marsh Self Report Questionnaire

A 10-year study examined the relationship between type of school and student self-concept and academic achievement. The study was conducted at two coeducational high schools in Australia, one of which had been an all-girls' school and the other an all-boys' school. Subjects were approximately 1,300 students from grades 7 to 11 in the two schools. Findings indicated that after the first 5 years of coeducation, both girls' and boys' self-concept, measured multi-dimensionally by the Marsh Self-Description Questionnaire II, increased substantially to a level above that which was measured when the students were in single-sex classrooms, after an initial decline associated with the transition to coeducation in the first year of the changeover. Student achievement in grade 10 English and Mathematics remained stable over the five years of the evaluation. Follow-up research after 10 years of coeducation at the two schools indicated that student self-concept remained at the high levels reported after 5 years. However, enrollments at the former girls' high school declined after an initial increase in enrollment immediately after initiating coeducation. A similar decline at the former boys' school was reversed when it changed from a comprehensive to an academically selective coeducational school. Patterns of enrollments in senior high school English and Mathematics varied yearly in the former girls' school, with a trend toward less demanding choices. School achievement in the public examinations at the end of grade 12 tended to decline at the former girls' school. (KDFB)

ED 400 091 PS 024 608

Mueller, Daniel P.; And Others
Early School Performance of Hmong Children in Comparative Context.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Jun 96
NOTE- 21p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Asian Americans; Attendance; Comparative Analysis; Early Childhood Education; Ethnic Groups; Family Characteristics; Family Environment; *Hmong People; Immigrants; Interviews; Parent Participation; Program Evaluation; Refugees; School Readiness; *Student Behavior; Student Characteristics; Teacher Attitudes
IDENTIFIERS- *Minnesota (Saint Paul); Project Head Start; Social Skills Rating System; Woodcock Johnson Revised Tests of Achievement

This study compared the academic performance and classroom behavior of Hmong-refugee first and second graders to those of classmates from other ethnic backgrounds. Two cohorts of children and families from six inner-city Saint Paul (Minnesota) elementary schools participated in this ongoing longitudinal study, for a total of 528 children entering kindergarten in 1992-1994. Half attended Head Start, with the remainder drawn from the same classrooms. Nearly half the children in each cohort were Hmong; others were Caucasian, African-American, Hispanic, or American Indian. Findings by Head Start? and (2) What barriers might prevent such parents from becoming involved? The study explored which parents are less involved in the parent involvement opportunities provided by Head Start to determine why this involvement was not taking place. The subjects were 27 female and 2 male parents who were in their first year with the Head Start Program. Subjects were interviewed twice, 6 months apart, to obtain information on barriers to and levels of involvement. Head Start's standard parent involvement form and participant observation were used to document amounts of involvement between interviews. The results indicated that high hours of employment, and the somewhat greater financial resources that accompany employment, may compete with spending time on parent involvement. Changes in household composition accompanying program participation, such as the birth of a baby or a divorce, were also determined to be potential barriers. (Contains 12 references.) (MOK)

ED 400 109 PS 024 657

Kwan, Celina; Sylva, Kathy
Effects of Day Care Environment in Singapore.
PUB DATE- Aug 96
NOTE- 12p.; Paper presented at the Biennial Meetings of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Development; *Day Care; *Day Care Effects; *Educational Environment; *Emotional Development; Foreign Countries; *Language Acquisition; Language Skills; Outcomes of Education; Preschool Education; Quality of Life; *Social Development; Young Children
IDENTIFIERS- Early Childhood Environment Rating Scale; Quality Indicators; Singapore

Understanding the quality of the day care environment is useful for practitioners and policymakers in the evaluation and improvement of day care provisions. Regulated features, interactive dimensions and global indices of quality have been examined in relation to child developmental outcomes. This study investigated the effects of variations in the day care environment on linguistic and social-emotional development of preschool children in Singapore in order to answer the following questions: (1) Are there environmental differences in day care centers in Singapore? (2) How are differences in characteristics of the day care environment related to children's linguistic and social-emotional development? (3) What are the effects of day care quality on children's development after taking home background into account? The subjects were 122 children, ages 49 to 72 months, enrolled in full-day care and randomly selected from 16 centers. Subjects completed pre- and posttests consisting of academic, linguistic, and social-emotional assessments. The results indicated that center quality and specific subscales as measured by the Early Childhood Environment Rating Scale (ECERS) predict some linguistic and social-emotional outcomes of children. (MOK)

ED 400 110 PS 024 658

Smith, Anne B.
Educare for Infants and Toddlers in New Zealand Childcare Centres: Is It a Reality and How Important a Component is Joint

cultural transition by providing a framework for change. Such a framework includes a vision of healthy diverse communities that are conscious of changing demographics and willing to reevaluate community self-image. Three projects in Wayne County, New York, have heightened this consciousness and encouraged participation of all groups. In these projects, migrant teenagers collected and recorded oral histories of their families and other farmworkers, resulting in a book that illuminates the rightful place of these families in the community; a multicultural arts series encourages inquiry and contact between diverse cultures and provides drama and dance training for African American and Latino youth; and a racial equality action group empowers citizens to confront discriminatory practices and has sponsored a job bank, a scholarship fund and mentoring project for students of color, a multicultural education packet for area schools, and local speakers for community education programs. The following key assumptions underlie these programs: (1) cultural differences are important and valuable; (2) the target of change is the whole community; (3) community restructuring and social action are necessary; and (4) programs must be participant driven. Essential skills for change agents and community leaders are intercultural relations skills, conflict resolution skills, and an understanding of power. Multicultural training can encourage exploration of personal and professional boundaries that inhibit effective intercultural communication. Contains 17 annotated cultural diversity references and 6 multicultural resources. (SV)

ED 400 128 RC 020 710

Thomason, Timothy C., Ed.
American Indian Population Statistics.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation
  Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General
  (130),Numerical/Quantitative Data (110)
DESCRIPTORS- *Alaska Natives; *American Indian Reservations;
  *American Indians; Census Figures; *Demography; *Disabilities;
  Educational Attainment; Eskimos; Income; Mental Health; Place
  of Residence; Population Distribution; Population Growth;
  Population Trends; Socioeconomic Status; *Tribes
IDENTIFIERS- Alaska

This report summarizes American Indian and Alaska Native (AI/AN) population statistics from the 1990 Census. In 1990 there were about 2 million persons who identified themselves as American Indians in the United States, a 38 percent increase over the 1980 census. More than half of the Indian population lived in six states, with Oklahoma having the largest Indian population. In 1990, 66 percent of the 1 million Indians 25 years old and over were high school graduates or higher, compared with 56 percent in 1980. In 1989, about 31 percent of American Indians were living below the poverty level. Most of this report consists of data tables and bar graphs that present the following data from the 1990 census: the 10 largest American Indian tribes; AI/AN population in each state; AI/AN population by age and sex; American Indian population of selected cities; Alaska's census count by race; largest American Indian tribes for 1980 and 1990 including the percent change in population during this time period; AI/AN population for 1970, 1980, and

and cultures of other indigenous peoples. Each unit includes teacher information, topics, materials needed, and learning activities. The second section includes a conceptual framework for using the curriculum and identifies learner outcomes for each grade level based on First Nations and Metis cultures. The framework is intended to assist schools in integrating Native perspectives into curricula, enable students to learn the history of Manitoba and Canada before European settlement, and give the perspectives of Native people since that time. Also includes a bibliography, a glossary, and information on assessment of student achievement. (LP)

ED 400 145   RC 020 741

Comprehensive Planning: Guidance for Educators of American Indian and Alaska Native Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Education; *Community Control; *Educational Change; *Educational Planning; Elementary Secondary Education; *Federal Legislation; Parent Participation; Participative Decision Making; Professional Development; *Tribally Controlled Education
IDENTIFIERS- Elementary Secondary Education Act Title I; ERIC Digests; Goals 2000; Indian Education Act 1994; *Reform Efforts

Through a series of organizational and instructional changes, comprehensive planning aims to make it possible for all children to reach the same high academic standards. Educators and parents of American Indian and Alaska Native (AI/AN) students, as well as other members of tribal communities, must participate in this planning to ensure that the needs of AI/AN students are considered at the local level. This digest briefly describes key federal legislation and initiatives calling for school reform: Goals 2000, Title I of the Elementary and Secondary Education Act, the renewed Indian Education Act of 1994, and reforms that promote parent involvement and professional development. Each description is followed by several questions that can help AI/AN communities closely examine local school reform plans and decide if these plans are designed to (1) ensure the academic success of AI/AN students and (2) reflect the views of their community. Current school reform emphasizes "locally determined" decision making, so each community will need to tackle the questions posed in this digest in different ways in order to address varying local circumstances and needs. (SV)

ED 400 146   RC 020 742

Almeida, Deirdre A.
Countering Prejudice against American Indians and Alaska Natives through Antibias Curriculum and Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(141)
DESCRIPTORS- *Environmental Education; *Inservice Teacher Education; Interviews; Needs Assessment; *Program Evaluation
IDENTIFIERS- *Appalachia; *Environmental Issues; North Carolina

This report of the Southern Highlands Environmental Project (SHEP) in North Carolina describes its initiation, needs assessment, teacher institute, classroom implementation, outcomes, and dissemination. The purpose of this project was to prepare and support Appalachian teachers in leading their students in investigations of local and regional environmental concerns. The project began with a needs assessment from which a five-day teacher institute was developed. Teachers then assisted their students in investigating local environmental issues with students sharing their work through science fair projects, parent-teacher meetings, or articles in local newspapers. Teachers submitted project reports and, as part of the project evaluation, participated in a two-hour telephone interview. The evaluation documented the implementation and results of the project and demonstrated that the project's basic goals were achieved. Contains 15 references. (DDR)

ED 400 162 SE 057 040

Hogan, Kathleen
Eco-Inquiry: A Guide to Ecological Learning Experiences for the Upper Elementary/Middle Grades.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Biology; *Ecological Factors; *Ecology; Environment; *Environmental Education; Intermediate Grades; Junior High Schools; Middle Schools
IDENTIFIERS- Ecological Assessment

Eco-Inquiry may be defined as a "whole science" curriculum that embeds hands-on science within thematic multi-dimensional learning experiences. Three modules for the upper elementary and middle grades focus on food webs, decomposition, and nutrient cycling. Each module lasts 4-7 weeks and may be used alone or in sequence. Student research teams plan and carry out investigations, complete peer reviews, and share ideas and findings. In the first module on food webs, students survey a plot of land such as a schoolyard or local park. They then devise a food web of animals' feeding habits in their study site and trace how one change in the site could affect the entire food web. In the second module on decomposition, students explore decomposition outdoors and in the classroom to become familiar with microbes then research the best conditions for making plants decompose in a classroom decomposition chamber. Finally in the third module on nutrient cycling, students do research to test the effects of compost tea on radish growth. They also explore plant and soil nutrient connections in the schoolyard. (AIM)

ED 400 163 SE 057 095

Always a River. Activity Booklet.
PUB DATE- 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Educational Strategies; Elementary Secondary Education; Science Curriculum; Scientific Concepts; *Scientific Literacy; Teaching Methods; Technology; Thematic Approach
IDENTIFIERS- Reform Efforts; Stakeholders

This document resulted from the efforts of the Brevard County (Florida) Science Leadership Team, a group of science teachers with a wide spectrum of experiences and philosophies. It contains a series of recommendations based on national trends for change in curriculum. Sections include Scientific Literacy for All, Stakeholders and Their Roles, Communication Among Stakeholders, Recommended Science Content Core, Spiral Progression, Concept Connections Using Themes, Home-Based Learning, Technology, Teaching Strategies, Assessment, and Program Evaluation. Contains 49 references. (JRH)

ED 400 186 SE 059 059

Lloyd, Gwendolyn M.
Change in Teaching about Functions: Content Conceptions and Curriculum Reform.
PUB DATE- Oct 96
NOTE- 8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Panama City, FL, October, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Change; *Functions (Mathematics); High Schools; *Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers

A high school teacher's flexible and comprehensive mathematical content conceptions supported his implementation of an innovative curricular approach to functions. The teacher (Mr. Allen) was studied for 2 years, and this paper focuses primarily on year 2 findings about the subtle but meaningful changes which were noticeable in Mr. Allen's conceptions and instruction as he gained comfort with the new curriculum. In particular, the paper illustrates how Mr. Allen revised his pedagogical content conceptions through a complex interaction of his mathematical content conceptions and classroom experiences with students. These results extend what it means for conceptions and instruction to be interrelated, particularly in the context of instructional reform in mathematics. Contains 13 references. (Author)

ED 400 187 SE 059 060

Federal Science and Engineering Support to Universities, Collegus, and Nonprofit Institutions: Fiscal Year 1994. Detailed Statistical Tables.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

international comparison of education ever undertaken. During the 1995 school year, the study tested the mathematics and science knowledge of a half-million students from 41 nations at five different grade levels. In addition to tests and questionnaires, the TIMSS included a curriculum analysis, videotaped observations of mathematics classrooms, and case studies of policy issues. This report on eighth-grade students is one of a series of reports that will also present findings on student achievement at fourth-grade level, at the end of high school, as well as on various other topics. The report combines the major findings from each of the five parts of the study into a single story about U.S. eighth-grade mathematics and science achievement in a comparative perspective. Chapter 1 draws from the results of the student assessments to describe how U.S. students perform in mathematics and science. Succeeding chapters focus on factors which may have an important influence on achievement, and describe how our nation's schools, teachers, and students compare to those in other countries. Chapter 2 examines educational standards and the curriculum, based on data from the curriculum analysis, case studies, videotape study, and questionnaires. Chapter 3 focuses on how teachers actually teach the curriculum, drawing from results of the videotape study and questionnaires. Chapter 4 examines the working life of teachers, based on findings from the case studies and questionnaires. Chapter 5 describes the lives of students, both in and out of school, based upon case study and questionnaire data. The conclusions at the end of the report look across all of the findings for insights about factors associated with student performance and indicate questions for further study. (JRH)

ED 400 210 SO 025 580

Hoepli, Nancy L., Ed.
Great Decisions and Great Decisions Activity Book. 1993 Edition.
PUB DATE- 93
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian History; *Developing Nations; Diplomatic History; Economics; Foreign Countries; *Foreign Policy; *Global Education; *International Relations; *International Trade; Multicultural Education; Secondary Education; Social Studies; United States History; World History

This briefing book provides background information on current foreign policy issues. This edition discusses the following major issues: (1) "U.S. in a New World: What Goals? What Priorities?"; (2) "United Nations: What Role in the New World?"; (3) "Germany's Role: In Europe? In the Atlantic Alliance?"; (4) "China: New Reforms, Old Politics?"; (5) "Trade and the Global Economy: Projecting U.S. Interests"; (6) "Russia and the Central Asian Republics: After Independence, New Directions?"; (7) "India and Pakistan: Collision or Compromise?"; and (8) "Children at Risk: Abroad and at Home." The activity book contains activities on each subject and five handout mastersheets related to world areas and topics. (EH)

ED 400 211 SO 025 581

Hoepli, Nancy L., Ed.

elementary school teachers. The research team was interested in whether reform strategies produce more content knowledge and a more positive change in attitude toward earth science among elementary education students when compared to students receiving traditional instruction. Study participants were 49 students at the University of Southwestern Louisiana enrolled in an introductory earth science course for elementary school teachers, half in a traditional section and half in an experimental section taught using reform strategies, including small class size, integrated lecture and laboratory activities, and increased emphasis on group work and problem solving skills. Findings indicated that while there was not a statistically significant difference in actual content learning, students in the experimental section did tend to score slightly higher on the content test. Also, students in the experimental section showed a significant positive change in attitude. Data from student interviews indicated that additional project work outside of class would strengthen the overall course. If it is not possible to use the reform approach exclusively due to financial or other constraints, it is recommended that every effort be made to incorporate as many reform strategies as possible within the traditional organizational pattern. The survey instrument and the earth science content test are appended. (Contains 20 references.) (ND)

ED 400 232 SP 036 939

Jesus, Saul Neves de
Perspectives for the Inservice Training of Teachers.
PUB DATE- Sep 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Teacher Education in Europe (19th, Prague, Czechoslovakia, September 4-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Innovation; Elementary Secondary Education; Faculty Development; Foreign Countries; *Group Activities; *Inservice Teacher Education; Problem Solving; *Teacher Improvement; *Teacher Motivation; Teaching Models
IDENTIFIERS- Portugal

At present, teachers' inservice training assumes an enormous importance in the realization of educational reforms in European countries. This paper describes several descriptive models for teacher training. Then, the development of inservice training is examined according to the "change paradigm" and the "problem-solving paradigm" in such a way as to contribute to educational innovation and to the resolution of concrete problems that teachers face in their professional lives. Two specific domains on which inservice training should focus are discussed: teachers' motivation and teachers' group work. Both contribute to the personal and professional development of teachers. (Contains 64 references.) (Author/ND)

ED 400 233 SP 036 940

Jesus, Saul Neves de
Intrinsic and Extrinsic Motivational Objects in Teachers and Future Teachers.
PUB DATE- 91
NOTE- 20p.; Paper presented at the International School of

behaviors to different settings was automatic. Given the tensions within and among the settings where these students spend significant amounts of time, it is proposed that culturally-affirming strategies are needed to prevent or reduce the inner turmoil the students experience. (Contains 22 references.) (JLS)

ED 400 251 SP 036 979

Lamont, Wendy K.; Black-Branch, Jonathan L.
Cultural Reciprocity: Exploring the Impacts of Cross-Cultural Instruction on Professorial Self-Reflection.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Constructivism (Learning); *Cultural Awareness; *Cultural Influences; Foreign Countries; Higher Education; *Multicultural Education; Personal Narratives; Preservice Teacher Education; *Racial Bias; *Reflective Teaching; Teacher Educators
IDENTIFIERS- *Cross Cultural Teaching; Saskatchewan; *Social Constructivism

Cultural reciprocity refers to the dynamic and material exchange of knowledge, values, and perspectives between two or more individuals of different cultural (e.g., racial, ethnic, socioeconomic, religious) backgrounds. In this paper, cultural reciprocity is discussed as it pertains to professors of education and their students, based on the history of their interactions and diversity of experiences in cross-cultural settings. The ongoing study is personal and collaborative as a Japanese-Canadian female, and an Anglo-Saxon male engage in self-reflection with respect to their experiences in teaching Canadian College of Education students in a cross-cultural setting. After a substantial literature review, narratives taken from e-mail correspondence and personal notes are used to relate a specific example in which the female teacher used her own experience to discuss the nature of prejudice, racism, and ethnicity in an educational foundations class. Reflection on responses from the male teacher and a discussion on reconstruction of reality in light of the female teacher's experiences in teaching in the Indian Teacher Education Program illustrated the use of cultural reciprocity in her classes and its positive effect on her students and her own personal and professional development. (Contains 14 references.) (ND)

ED 400 252 SP 036 982

Diamantes, Thomas
Classroom Management from A to Z.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques;

Research Utilization; *Statistical Analysis; Theory Practice Relationship
IDENTIFIERS- *Kerlinger (Fred N)

A generation ago, Fred N. Kerlinger proposed that there were a number of myths that pervaded educational research. An overview of three specific myths is presented, followed by a discussion of the degree to which these myths have been overcome or still exist in educational research. The first of these myths, the "methods" myth, is centered about the naive misperception that research design is synonymous with research methodology, and that merely gathering data constitutes research. A second myth is an excessive concern with practicality, a preoccupation with the immediate "payoff" when designing, conducting, or evaluating research, rather than an interest in the advance of theory. A third myth, the "statistics" myth, was probably meant by Kerlinger to denote two distinct problems. One is a fundamental disregard for statistics as an informational and methodological tool, and the other is a failure to understand that research design and statistical analysis are intimately related. Although some progress is being made in addressing each of these myths, they continue to persist and exert adverse effects on the quality of educational research. (Contains 60 references.) (Author/SLD)

ED 400 270 TM 025 388

Rachor, Robert E.; Gray, George T.
Must All Stems Be Green? A Study of Two Guidelines for Writing Multiple Choice Stems.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Personnel; *Difficulty Level; High Achievement; Item Banks; *Licensing Examinations (Professions); Low Achievement; *Multiple Choice Tests; Physicians; Reading Comprehension; *Test Construction; Test Format; Test Items
IDENTIFIERS- American College Testing Program; Item Discrimination (Tests); T Test

Two frequently cited guidelines for writing multiple choice test item stems are: (1) the stem can be written in either a question or statement-to-be-completed format; and (2) only positively worded stems should be used. These guidelines were evaluated in a survey of the test item banks of 13 nationally administered examinations in the physician specialty and allied health professions prepared by the American College Testing program. These items had been written and reviewed by content specialists, and had been professionally edited. Mean item difficulty and discrimination were compared for each test using separate t-tests. Although a relatively strong case for the question format and for positively worded item stems may be made based on considerations related to grammar and reading comprehension, this study offered little research support for these item writing rules. It must be recognized that these examinations have been prepared for subjects at high educational levels; item stem characteristics may be more important for lower achievement levels and less carefully edited tests. (Contains four tables and five references.) (SLD)

ED 400 271 TM 025 389

IDENTIFIERS- African Americans; *Diversity (Faculty); *Diversity (Student); Oregon

The report provides an update on racial and ethnic distribution in student enrollment and faculty employment for 1995-96 within the Oregon state system of higher education. A Faculty Diversity Initiative is highlighted, focusing on campus efforts to implement plans to achieve greater faculty diversity with the use of supplemental funds. Of the total student enrollment, minority groups represented 11.5 percent in 1995, compared to 12.0 percent in 1994. Hispanic enrollment has increased most since 1981; Asian Americans graduate study enrollment declined slightly, while the number of Asian American undergraduates increased by 15 percent. European American enrollments declined 15 percent, although non-resident enrollment increased in this group. First-time resident freshman enrollment shows a 104 percent increase in minority groups. Hispanic non-resident first-time enrollment grew by 242 percent. It is recommended that policy be reviewed in light of these changes, that procedures for assessing impact of recruitment and retention be established, including an external review process. Among faculty, currently 7.6 percent are minorities, most Asian American (4.2 percent) and Hispanic (2.2 percent). African Americans and American Indians continue to be underrepresented. Highest minority group representation is among assistant professors (13.6 percent). Most of the increases in minority faculty are attributed to the Faculty Diversity Initiative. Attachments include tables that show student enrollment data, full-time instructional faculty data, and faculty diversity initiatives. (MSE)

ED 399 829 HE 029 414

Gardner, Philip D.; Liu, Wen-Ying

Success of On-Campus Recruiting: Establishing an Accountability Measure for a Career Service Activity.

PUB DATE- Sep 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Career Counseling; Employers; *Employment Services; Higher Education; *Interviews; *Job Placement; *Job Search Methods; *Majors (Students); Student Personnel Services; Surveys
IDENTIFIERS- *Michigan State University

A study investigated the job placement success of Michigan State University students using the campus career services and placement office in obtaining a job. Data were drawn from office records and a survey of 445 graduates in 1991-92 who requested and were granted an on-campus employer interview. In that year, the 2,685 students (35 percent of graduates) requesting on-campus employer interviews averaged 14 interview requests per student. Engineering students had the highest request and interview rate. Second interviews or plant visits were afforded to 63 percent of students interviewing on-campus. Business students had the highest success rate at this stage. Of students interviewed on campus, 44 percent received a job offer, representing 14 percent of the graduating class. Business, engineering, and communication majors had the highest job offer rates. It took an average of four on-campus interviews to obtain a second interview or plant visit, and two plant visits/second interviews to obtain a job offer. Invited on-campus interviews reduced, by nearly half, the effort required to obtain a job offer. Students invited by companies

Financing the Plan: California's Master Plan for Higher Education 1960 to 1994, Report 95-1.
SPONS. AGENCY- California Higher Education Policy Center, San Jose.
PUB DATE- May 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- Economic Factors; *Educational Planning; Financial Exigency; Financial Policy; Financial Problems; *Higher Education; Long Range Planning; *Master Plans; Public Colleges; *State Aid; Statewide Planning; Trend Analysis
IDENTIFIERS- *California

This report identifies and discusses some key findings of a data base project that analyzed public finance of public education over 35 years in California. It seeks to understand the relationship between state policy, as expressed in the Master Plan for Higher Education, and financial support of higher education. Among findings highlighted are the following: the share of state appropriations for the state institutions are similar in 1990 as in 1960; state funding per student kept pace with funding in other states but increased substantially when compared with other sectors of the economy; enrollment levels have been decoupled from funding; faculty salaries lag behind those at comparable institutions; and student fees have increased at very high rates. Unlike earlier crises in public higher education finance, the crisis of the 1990's appears not to be cyclical and it is not likely that an economic recovery will relieve pressure on state and higher education budgets. Facing continuing fiscal stringency, a new world economy, rapidly changing technologies, and a larger and more diverse population, the state must reestablish the link between the budget and new policies but new policies must be addressed first. (JLS)

ED 399 850 HE 029 482

Doyle, William
Focus on Students: The Student Composition of California Higher Education. Report 96-1.
PUB DATE- Jan 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; College Bound Students; *College Freshmen; *College Outcomes Assessment; College Students; Community Colleges; Data Collection; *Demography; Eligibility; Enrollment Rate; Enrollment Trends; Higher Education; Private Colleges; Public Colleges; State Universities; *Student Characteristics; Student Loan Programs; Trend Analysis
IDENTIFIERS- *California

This report presents data on the student composition of California higher education in graphs and text. The information focuses on the period from 1989 to 1993 though trends going back to 1980 are also displayed. The data are from a variety of sources including the Educational Testing Service, the California Postsecondary Education Commission, the California Department of Education, the California Student Aid Commission, and the College Board. The information is organized into five sections which cover: (1) eligibility for higher education; (2) first-time freshmen; (3) undergraduates in California higher table of contents, which was tested and refined using the examples of Brazil, Chile, and Mexico. The second seminar group tested the model outline further against Ghana and South Africa, and continued to discuss and develop a generic model for planning and executing a research project, from problem identification to production of the monograph. The model outline and recommended research strategies are presented here, with notes on adaptations for projects in the five countries noted. Appended materials include a worksheet for gathering information, background papers on research methods, designs, and strategies, participant reports and observations, and a list of seminar participants. (MSE)

ED 399 869 HE 029 504

Russell, Michele, Ed.
A World of Magic: Conference Papers from the Selected Sessions of the AACRAO Annual Meeting (79th, Orlando, FL, April 18-23, 1993).
PUB DATE- 93
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Academic Persistence; Administrative Policy; Administrator Attitudes; *College Admission; Computer Software; Doctoral Degrees; Educational Change; Efficiency; Enrollment; Enrollment Management; Females; Foreign Countries; Higher Education; *Information Technology; *Institutional Research; Multicampus Colleges; Optical Scanners; Organizational Climate; Organizational Communication; Organizational Development; *Personnel Management; School Accounting; *School Registration; Staff Development; Staff Orientation; Stress Management; Student Financial Aid; *Student Records; Technological Advancement; Total Quality Management; Transfer Students
IDENTIFIERS- Canada; Iran; *Ontario; Time to Degree

Papers on aspects of college admission, records, and institutional research functions are: "How To Improve Office Morale" (Victor Swenson); "Staff Meetings: How To Save Hours per Month and Develop Your Staff" (LuAnn Harris, Shelley Olsen); "Selling SPEED/ExPRESS" (Laura Patterson, Thomas Scott); "Advisement and Registration: A Terminal Solution" (Gregory Wist and others); "Women at the Top: Administration from a Woman's Point of View" (Raquel Henry, Rose Austin); "Guerilla Guide to Computing: Developing a User-Oriented System in a Small School" (John H. Brown); "Stress Management in the Workplace" (Barry Delcambre); "What's Hot in Institutional Research in the 90s?" (Mantha Mehallis); "Modern Voice Response Systems for Admissions, Financial Aid and the Bursar" (John Brown); "Doctoral Graduation Rates and Time-to-Completion in Ontario Universities: Data and Policies" (Maurice Yeates); "Business Process Re-Engineering: Transforming College Admissions" (Mariea Noblitt); "Ontario's Colleges of Applied Arts and Technology" (Colin Dobell); "Defining Enrollment Planning: A Nuts and Bolts Approach" (James, Maraviglia); "Developing a Computerized Multi-Campus Transfer Information System" (Larry Rubin and others); "Iran: Recent Educational Developments" (Peter Bartram); "Optical Scanning from Admissions to Grading" (Joneel Harris, Toni Allen); "High Order Technology in Enrollment Services: First the Destination, and Then the Path" (Mark Elliot); "U-View Plus for the Macintosh Registration Using a Graphical User" (Louise Lonabocker);

Council of Ontario Universities--Responding to the Challenges of Change. 1995-1996 Review.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; *Change Strategies; Economic Factors; Educational Demand; *Educational Finance; *Educational Objectives; Financial Problems; Foreign Countries; Graduate Study; Higher Education; Institutional Cooperation; Labor Market; *Leadership Responsibility; Policy Formation; Political Issues; Private Sector; *Quality Control; School Business Relationship; *Student Needs; Tuition
IDENTIFIERS- *Ontario

This report documents five objectives for the Canadian post-secondary education system: (1) quality; (2) access for all qualified applicants; (3) differentiation (diversity of educational opportunity); (4) accountability; and (5) responsiveness to changing student and labor market requirements. The report also discusses the changing political climate in Ontario and current cuts in funding for universities. It suggests strategies for the Council of Ontario Universities (COU) to implement in dealing with the altered educational climate while maintaining the educational quality and developing new sources of revenue, such as partnerships with private companies and market pricing of postgraduate and professional programs. The report emphasizes that the COU is ideally positioned to provide leadership in this arena regarding its mandate to concentrate on issues management (including equity and gender issues), policy research (such as collaboration among Ontario universities), and general operations (such as policy research support). A financial overview of COU is included. (CK)

ED 399 888   HE 029 524

Luna, Gaye; Cullen, Deborah L.
Empowering the Faculty: Mentoring Redirected and Renewed. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; For the full report, see HE 029 525.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; *Empowerment; *Faculty Development; Higher Education; Leadership; Master Teachers; *Mentors; Minority Group Teachers; Program Development; Program Effectiveness; Teacher Collaboration; Teacher Improvement; Women Faculty
IDENTIFIERS- ERIC Digests

This digest discusses the use of faculty mentoring programs to empower faculty and ultimately benefit the institution and improve the quality of higher education. It refers to the literature on mentoring in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and proteges. It briefly addresses the following aspects of mentoring: (1) the value of mentoring in the higher education setting; (2) the use of mentoring to empower college faculty; (3) the use of mentoring to develop faculty leadership skills;

PUB TYPE- Books (010)
DESCRIPTORS- *Administrative Organization; *Administrator Role; Budgeting; Centralization; Change Strategies; *College Administration; *College Planning; Committees; Decentralization; Decision Making; Higher Education; *Long Range Planning; Problem Solving; Retrenchment; *Strategic Planning; Total Quality Management; Universities

Strategic planning in higher education is seen in this book as an essential element in the life of a successful college or university. This book begins by defining strategic planning and explains how to identify the core problems a college or university wants to address and solve through the planning process. It continues with advice on how to begin the process, define the role of budgeting, plan for "rightsizing" the work force, and plan for management of faculty and staff benefits during difficult financial times. The book concludes with the relationship of strategic planning to the total quality management process and how to keep the strategic planning process alive. The chapters are: (1) "What Is Strategic Planning?" (G. Gregory Lozier); (2) "What Is the Problem You Are Trying to Solve?" (John A. Dunn, Jr.); (3) "Begin at the Beginning" (Felice D. Billups); (4) "What about Budgeting?" (James H. Manifold); (5) "Rightsizing" (Kathleen M. Alvino); (6) "Faculty and Staff Benefits: Meeting the Challenge of Difficult Financial Times" (Robert M. Wilson); (7) "Total Quality Management Principles and Strategic Planning: (Deborah J. Teeter and G. Gregory Lozier); (8) "Keeping the Plan Alive" (K. Scott Hughes). Chapters contain references. (JLS)

ED 399 908 HE 029 544

Johnsrud, Linda K.
Maintaining Morale: A Guide to Assessing the Morale of Midlevel Administrators and Faculty.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Change Strategies; College Administration; Colleges; *Faculty College Relationship; Higher Education; *Morale; *Organizational Climate; *Quality of Working Life; Retrenchment; *Self Evaluation (Groups); Staff Development; *Teacher Morale; Universities

The purpose of this book is to explore ways for campuses to maintain morale during the tough times facing higher education in the 1990s. Its message is based on two assumptions: (1) the very process of assessing morale can enhance morale; and (2) there are ways to enhance morale that do not require large infusions of new dollars. Chapters cover the following topics: (1) the nature of morale and its importance (including a summary of research findings); (2) campus morale in the 1990s (noting reduced resources, public disaffection, and internal conflict); (3) the role of the institution in building morale (stressing the need for institutionally based assessment and the institutional commitment to act); (4) the administrative staff work life (a review of the literature on characteristics, activities, and concerns of administrative staff); (5) faculty work life (a review of faculty characteristics, issues, and special groups); (6) assessment of morale (describing the steps conference). (DB)

ED 399 926 HE 029 562

Lambert, Leo M., Ed.; And Others
University Teaching: A Guide for Graduate Students.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Class Activities; *Discussion (Teaching Technique); *Essays; Ethnic Groups; Evaluation Methods; Graduate Students; Higher Education; *Intergroup Relations; Leadership Responsibility; Professional Development; Racial Attitudes; Reflective Teaching; Sex; *Student Motivation; *Teacher Attitudes; Teacher Role; Teacher Student Relationship; Teaching Assistants; Teaching Methods; Tutoring; Videotape Recordings; Writing Instruction

This book for graduate teaching assistants (TAs) presents 15 essays regarding the place of teaching in the lives of those teaching at the university level, and the responsibilities of teachers at all points in their careers. The book offers practical classroom strategies as well as selections from current research on teaching and learning. The 15 essays divided in 2 parts include: (1) "Practical Tips for Teaching at the University Level" (Marvin Druger); "The Lecture" (Jerry Evensky); "The Discussion/Recitation Section" (Kristi Andersen and Katalin Fabian); "The Studio" (Barbara Walter and Jane Hendler); "The Laboratory" (Tracy Mannara and Others); "Office Hours and Tutoring" (Lawrence J. Lardy and Mary K. Porter); "Assessment of Student Work" (Michael Flusche); "Using Writing as an Active Learning Tool" (Duane H. Roen and Kenneth J. Lindblom); "Using Videotape to Enhance Instruction" (Robert Van Gulick and Michael Lynch); "Motivating Students" (Ruth V. Small and R. David Lankes); "Gender, Race, and Ethnicity in the Classroom" (Judy Long and Others); "Working with Students with Special Needs" (Bethany Heaton-Crawford and Eric Howes); "Balancing Roles as Teacher, Student, and Person" (Sharon Hollenback and Milene Morfei); "Becoming a Reflective Teacher" (Emily Robertson and Zeus Yiamouiannis); and "Building a Professional Portfolio" (Leo M. Lambert). (Some of the essays contain references.) (CK)

ED 399 927 IR 018 115

Cooper, Gail; Cooper, Garry
Gopher It! An Internet Resource Guide for K-12 Educators.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Finance; Educational Research; *Educational Resources; Elementary Secondary Education; Grants; *Information Sources; *Instructional Materials; *Internet; *Lesson Plans
IDENTIFIERS- *Gopher; *Navigation (Information Systems)

Designed to help educators find practical resources for the

Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; Childhood Interests; *Childrens Libraries; Foreign Countries; Library Collections; *Library Cooperation; Library Funding; Library Material Selection; *Literacy; Parent Child Relationship; Parent Participation; Private Sector; Reading Aloud to Others; Reading Material Selection; Story Telling; *Volunteers
IDENTIFIERS- *Japan

"Bunko" are local mini-libraries for children in Japan, operated voluntarily by individuals or groups of parents, intended to nurture children's reading interest by offering them an inviting reading environment. In 1993, there were an estimated 4,000 bunko in Japan, with approximately 32,000 adult bunko members (90% female). Bunko members cooperate with other bunko and public librarians to exchange experiences, study children's books, and promote the development of local children's reading interests. More than 80% of bunko do not charge any membership fee for child members. Individual bunko collections vary from less than 100 books to more than 3,000 books. To encourage children to read, adult bunko members carefully select books for the bunko by considering the content of the books and children's reading interests; read aloud; conduct book talks; tell stories; display books; and have children and adults take turns reading to each other. The joy of reading is shared indirectly by other activities: storyboard theater, origami, top making, puppet shows, and outdoor activities. Problems at bunko include finding a location for the bunko, finding good volunteers, lack of funding for book purchases and other activities, a decreasing number of child members due to a declining birth rate, demands on children to prepare for school entrance examinations, a change in children's reading tastes, and the unsympathetic attitudes of local people and authorities who feel that developing literacy is best left to formal education. Two lists of guidelines for and benefits of "Sharing the Joys of Reading by Parents and Children," and a table of facts on Japan, Japanese schools and libraries are provided. (SWC)

ED 399 945 IR 056 060

Altmann, Anna E.
Literacy for the School Librarian.
PUB DATE- Feb 95
NOTE- 9p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Books; Children; Elementary Secondary Education; Foreign Countries; Higher Education; Librarian Attitudes; Librarians; Library Education; *Literacy; *Literary Criticism; *Reading Attitudes; *Reading Material Selection; School Libraries; *Student Attitudes; Teacher Education; Teachers
IDENTIFIERS- *Teacher Enthusiasm

at these workshops has gradually increased as topics have been revised, more avenues of publicity have been devised, and the workshops have been kept to a length of under one hour. Evaluation forms and interest questionnaires are distributed at all workshops to gauge the interests of the library clients and to incorporate their suggestions for future workshops. The highly successful "Lunch-and-Learn" workshops are increasing clients' awareness of the library's services and activities, and will therefore be continued. (Author/SWC)

ED 399 964 IR 056 107

Davis, Marc; Boyer, Janice
The Endless Picnic: Changing Food and Drink Policies in Academic Libraries.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Change Strategies; Higher Education; Library Materials; Library Personnel; *Library Policy; Pests; Problems; *Public Relations
IDENTIFIERS- Beverages; *Customer Satisfaction; *Food Consumption; University of Nebraska Omaha; User Preferences

The problem of food and drink in libraries and the potential damage to library materials that may occur have always been troublesome issues. Most attempts to totally eliminate food and drink have produced mixed results at best and libraries have expended precious staff time trying to enforce such rules. The food and drink issue is particularly difficult for academic libraries because students and faculty members often spend long hours studying or doing research in the library. Students with little time to spare have found the need to carry nourishment with them and consume it while doing their work in the library. Traditional bans on food and drink consumption in academic libraries are gradually giving way in some institutions to more tolerant policies and practices. Factors influencing this change include changing expectations of library patrons, new customer service and quality philosophies, new pest control technologies and continuing pressures to maximize the productivity of library staff. The University Library at the University of Nebraska at Omaha modified its policy toward food and drink with positive results. The Library's experiences demonstrate the pressures leading to change and the practical aspects of communicating, implementing, and enforcing a less restrictive food and drink policy. (Author)

ED 399 965 IR 056 108

Pereira, Monica
ADONIS: One Library's Experience with a CD-ROM Document Delivery System.
PUB DATE- 17 May 96
NOTE- 10p.; "ADONIS" is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; *Biomedicine; *Document Delivery; Electronic Text; Higher Education; Information Retrieval; Information Systems; Interlibrary Loans; *Journal Articles; Library Cooperation;

1995, workers enrolled to improve job skills represented 12% (n=26,721) of enrollments, down from 16% in fall 1990; (2) since the pool of 20-39 year olds most likely to enroll in upgrade programs has remained constant since 1990, the enrollment decline would seem to be due to shifting college priorities; (3) for all workers, the median age for college-level classes was 31, while for basic skills classes it was 28; (4) the median wage was $10.81 for workers in college-level programs and $7.93 for those in basic skills; and (6) wage differentials before and after upgrade training were not related to the extent of training received. A discussion of the November 1990 survey and the survey instrument are appended. (HAA)

ED 399 983 JC 960 572

Environmental Technician Survey.
PUB DATE- May 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Needs; *Employer Attitudes; Employment Projections; *Employment Qualifications; *Environmental Technicians; Labor Market; *Labor Needs; Needs Assessment; Occupational Surveys; Two Year Colleges

In April 1995, Lexington Community College (LCC), in Kentucky, conducted a survey to gather information about employment trends and educational needs in the environmental technician field. The researchers defined environmental technicians as those who implement federal or state environmental requirements, monitor or sample the environment, audit workplaces for potential hazards, inform and train workers regarding potential hazards, implement appropriate controls, or complete related technical writing and computer applications. Questionnaires were mailed to 332 area firms, requesting information about job requirements and willingness to send employees to LCC for training in environmental technology. Study findings, based on responses from 146 firms, included the following: (1) 33% (n=48) of the firms employed personnel in the environmental field, employing an average of four environmental employees; (2) of 44 firms employing environmental technicians, 22 required only high school completion, 11 required a bachelor's degree, and 9 an associate's degree; (3) 48% of these firms required 1 to 2 years of experience for entry-level technicians; (4) 53% estimated increasing needs for environmental technicians over the next 5 years; and (5) 41 of the 48 firms employing environmental personnel indicated that they would send employees to LCC for one-day training sessions, while 31 would send them for multiple-day training. Data tables are included. The survey instrument is appended. (AJL)

ED 399 984 JC 960 573

Network Systems Administration Needs Assessment.
PUB DATE- Jul 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Networks; Educational

PUB DATE- Jun 96
NOTE- 45p.; For a 1994 evaluation of child care education programs, see ED 392 475.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Child Caregivers; Community Colleges; *Evaluation Methods; Foreign Countries; Institutional Mission; Organizational Objectives; *Program Evaluation; Program Improvement; *Self Evaluation (Groups); State Programs; *Teacher Education Programs; Two Year Colleges
IDENTIFIERS- Saint Jerome College of General Professional Ed PQ

Providing a case study of instructional organization and evaluation processes in Quebec's "Colleges d'enseignement general et professionnel" (CEGEPs), this report describes the provincial Commission on the Evaluation of Collegiate Teaching and a 1994 evaluation of "Techniques d'education en services de garde" (TESG), or child care education, programs at CEGEP Saint-Jerome. Following introductory materials, the first part reviews the creation of the Commission in 1993, describes its mission and general activities, and discusses the organization of program evaluations, including their legal context, objectives, criteria, and stages. The second part describes the general characteristics and academic organization of CEGEP Saint-Jerome and provides a case study of issues and actions taken related to the 1994 evaluation of TESG programs. The case study examines the college's methods for evaluating programs before and after the creation of the Commission, the history of TESG programs at the college, steps taken and committees formed to prepare for the evaluation, the distribution of responsibilities in the process, the adoption of self-evaluation reports, the Commission's site visit and preliminary report, the college's response to the report, and the preparation of the Commission's largely positive final report. Finally, the third part focuses on the impact of the TESG evaluation from both the college's and the Commission's point of view. A graph comparing pre-university instructional systems in Canadian provinces, the United States, and France and an organizational chart of program evaluation in Quebec are appended. Contains 14 references. (BCY)

ED 400 002 JC 960 598

Holub, Jonathan
Addressing Sexual Harassment on Campus. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 4p.; Drawn primarily from "Sexual Harassment in Higher Education: From Conflict to Community," ASHE-ERIC Higher Education Reports, Number 2; see ED 364 133.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Patterns; Community Colleges; Educational Environment; *Educational Legislation; *Educational Policy; Policy Formation; *School Policy; *Sexual Harassment; Student College Relationship; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- ERIC Digests

Although data on sexual harassment in the community college is limited, it is clear that it does exist and that it runs

Rod," by Walter Ryan; (3) "A Teacher in the Workplace--On the Cutting Edge," by Janice G. Kaliski; (4) "Teaching in Culture Shock," by Sandra Cole; (5) "First Time Teacher," by Sean M. Kenney; (6) "A Cautionary Tale," by Krista L. Zielinski; (7) "Understanding the Learning Cycle: A Teacher's Aide," by Eugene C. Johnson; (8) "Adventure in Teaching," by Judy Honsinger; (9) "Integrating Music into Your Classroom," by Dick Conway; (10) "Response: A Valuable Tool," by Arthur R. Deleault; (11) "The Analogy and the Moment of Insight," by Bill Warnken; (12) "A Different Presentation of a Difficult Subject," by Andrea G. Gordon; (13) "Students as Assessors--II," by Nancy Marashio; (14) "Evaluating the Effectiveness of a Telecourse," by William A. McIntyre and John J. Carlisle; (15) "A Curriculum Reform Project: Using Voluntary National Skill Standards in Performance-Based Curriculum Design," by Keith W. Bird and Ann Weddleton; (16) "Assessment and Prediction for Success of Commercial Art Students," by Jere Turner; (17) "Journey Through Choices, Challenges, and Changes," by Tyler S. St. Cyr and Denise S. St. Cyr; (18) "Educating for Organizational Change," by Theimann H. Ackerson and William V. Wheeler; and (19) "The Learner's Journey," by Paul Marashio. (HAA)

ED 400 020 JC 960 619

Cowen, Sonia S.
A Report on Outcomes Assessment in the Montana University System and Community Colleges.
PUB DATE- Feb 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Outcomes Assessment; *College Planning; Community Colleges; *Educational Finance; Educational Improvement; *Educational Strategies; Higher Education; Needs Assessment; Organizational Objectives; Outcomes of Education; *School Effectiveness; Self Evaluation (Groups); *Statewide Planning; Two Year Colleges; Universities
IDENTIFIERS- *Montana University System

Prepared as part of a review of outcomes assessment programs at the six universities and three community colleges of the Montana University System, this report reviews existing or planned assessment initiatives and provides recommendations. Following an introduction, the historical context of outcomes assessment is described, highlighting developments at the national and local levels and related national legislation. Next, the current status of outcomes assessment in the System is discussed, focusing on the following elements: (1) the role and responsibilities of each unit of the System; (2) existing activities at individual campuses, including proficiency assessment for students pursuing education degrees, student-tracking systems, and early academic intervention; (3) recently developed activities, including the development at one campus of an Assessment Committee; (4) planned activities, such as analyses of graduate placement and satisfaction and an economic impact study; and (5) current and anticipated fiscal needs. A review of specific issues associated with the implementation and consequences of assessment is then presented. Finally, specific recommendations for encouraging assessment activities on campuses are provided, emphasizing the need to develop and implement specific student and teaching assessment activities to achieve institutional improvements and allocating fiscal resources for practices designed to improve learning. Contains 19 references. (TGI)

Project" (Peter Buchner); (5) "The Modern Family as a Negotiating Household. Parent-Child Relations in Western and Eastern Germany and in the Netherlands" (Manuela du Bois-Reymond); (6) "Biographisation in Modern Childhood" (Heinz-Hermann Kruger and Jutta Ecarius); (7) "Internal and External Coping in Adolescence. Psychosomatic Complaints, Aggressive Behavior, and the Consumption of Legal and Illegal Drugs" (Petra Kolip and Klaus Hurrelmann); (8) "Demands for Help. Gender Differences in Informal and Medical Help-Seeking" (Wolfgang Settertobulte); (9) "Adolescents' Health Problems and Utilization of Medical and Psychosocial Care Services in East and West Germany. Findings of a Study Based on Interviews of Medical, Psychological and Educational Experts" (Christian Palentien and Klaus Hurrelmann); (10) "Emotional Problems in Adolescence" (Maja Dekovic and Wim Meeus); (11) "Inter-ethnic Violence: A Male Youth Problem?" (Wilma Vollebergh); (12) "Youth under Threat" (Nadia Garnefski and Rene F.W. Diekstra); (13) "Youth Information, Education and the Psychosocial Functioning of Adolescents. An Approach Using Both Socialisation- and Coping-theory" (Frans J. van der Linden); and (14) "The Demand for Youth Information. Results of a National Survey among Adolescents and Young Adults in the Netherlands" (Harry Guit and Frans J. van der Linden). Contains 12 figures and 50 tables. (TJQ)

ED 400 038   PS 024 411

The Effects of Preschool Attendance & Kindergarten Schedule: Kindergarten through Grade Four. A Longitudinal Research Study.
PUB DATE- 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Access to Education; *Alternate Day Schedules; Attendance; *Attendance Patterns; Early Childhood Education; Educational Change; Educational Policy; Educational Trends; Elementary Education; *Full Day Half Day Schedules; High Risk Students; *Kindergarten; Longitudinal Studies; *Outcomes of Education; Predictor Variables; School Entrance Age; School Readiness; Sex Differences; Student Attitudes
IDENTIFIERS- *Preschool Effects

This longitudinal study examined the effects on children of three kindergarten schedules: half day, alternate day, and full day. A secondary purpose was to examine the relationship between preschool attendance and subsequent school performance. Two additional variables thought to be related to school success were also explored: children's gender, and age at initial kindergarten entry. The study conducted and combined results of three different specific assessments. The first of those studies, initiated in May 1986, a statewide survey of beliefs and practices concerning kindergarten and preschool, obtained data from kindergarten teachers, school superintendents, school district records, and parents of kindergarten children. The second study, initiated in the summer of 1986, was a retrospective analysis of the cumulative records of 8,290 elementary school pupils. The third study, initiated in the fall of 1986, was a prospective longitudinal study of two groups of almost 6,000 elementary school students. The results indicate that children who attended preschool prior to kindergarten experience greater subsequent success in

Effectiveness; School Role; Socioeconomic Influences
IDENTIFIERS- *French Language Schools; *Yukon

Based on the author's experience working with the French minority in the Yukon, this study investigated the contributions of the school and of the family to the success at Ecole Emilie-Tremblay, a school of children from exogamous families (those with parents from different language groups). Three areas of parental involvement were defined--academic, sociocultural, and political--and interviews with parents and questionnaires for students were designed to explore the parents' influence within each of these areas. The contributions of the school were investigated in terms of adaptation to its clientele, through interviews with the principal, teachers, and trustees of the school board. Findings revealed four main issues that determine the level and influence of exogamous parents' involvement in their children's schooling: (1) parents' recognition that they are the primary and most important educators; (2) parents' understanding of the school's mission; (3) school adaptation to its unique exogamous clientele; and (4) the willingness of Anglophone parents to embrace the French language and culture. Exogamous parents appear to contribute to their child's education in light of their own first language, and lack of parental support raises the danger of children becoming semi-lingual adults, strong in neither French nor English. (Contains 13 references.) (MOK)

ED 400 057 PS 024 543

Greenman, Jim; Stonehouse, Anne
Prime Times: A Handbook for Excellence in Infant and Toddler Programs.
PUB DATE- 96
NOTE- 357p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Caregiver Role; Child Caregivers; Child Development; Child Rearing; Curriculum Design; Curriculum Development; *Day Care; Early Childhood Education; Early Intervention; Educational Environment; *Educational Quality; Family Needs; *Infant Care; *Infants; Learning Experience; Neonates; Program Evaluation; *Toddlers
IDENTIFIERS- Caregiver Evaluation; Caregiver Qualifications; *Child Care Needs; Child Care Satisfaction; Parent Caregiver Relationship

This handbook is intended as a guide to caregivers in programs serving children under the age of three, and as a text for students training to work with infants and toddlers. The book includes material to help program developers and directors set up and manage a child care program. The text stresses the importance of good organization, one-to-one interactions, environmentally-based programs, and parent-staff partnerships. Sections focus on the "context" of good care, program organization, and quality caregiving. Chapters are: (1) "Child Care in the Real World," discussing the high cost of quality; (2) "Understanding How Child Care Centers Work: The Center as an Organization"; (3) "Goals, Characteristics, and Assumptions in a Quality Program"; (4) "Understanding Infants and Toddlers," including children with special needs; (5) "Grouping

Communication; Interpersonal Competence; *Intervention; Mass Media Effects; Obedience; Perspective Taking; *Primary Education; Problem Solving; Social Cognition; Violence
IDENTIFIERS- *Peer Mediation

This Master's project was designed to implement and evaluate classroom intervention and training in conflict resolution for elementary school students. Subjects were first and third graders from a rural community in north central Illinois. To document the extent of existing student conflict, a teacher survey and journal, playground behavior checklist, and referral to the principal checklist were completed. Analysis of probable cause data revealed that students lacked communication skills, lacked understanding of others' perspectives and cultures, felt the need for power and control, showed evidence of family dysfunction, exhibited influence of media and video games, and were affected by changing demographics. A review of curricula content also showed a lack of instructional strategies related to conflict resolution and cooperative learning. Three categories of intervention were chosen after a review of the educational literature and an analysis of the problem setting: peer mediation, cooperative learning, and children's literature. Effects of these intervention strategies were assessed with the same methods used to assess pre-intervention conflict behavior. Results showed an improvement in students' use of communication skills, an understanding of others' perspectives, an awareness of needs and feelings, and the development of negotiation and mediation skills. There was also an overall decrease in the frequency of most recorded inappropriate behaviors. (Contains 33 references.) (Author/EV)

ED 400 075   PS 024 587

Bernier, Annie; Larose, Simon
Attachment Representations to Parents and Prediction of Feelings of Loneliness during a College Transition.
PUB DATE- Aug 96
NOTE- 15p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Attachment Behavior; College Freshmen; Higher Education; *Late Adolescents; Life Events; *Loneliness; Longitudinal Studies; Parent Child Relationship; Parents; Separation Anxiety; Transitional Programs; *Young Adults
IDENTIFIERS- *Security of Attachment

This study examined the relationship between attachment security to both parents and feelings of loneliness throughout the transition to college, and the impact of the presence or absence of a physical separation from parents. A total of 125 adolescents completed two measures of attachment--Mother-Father-Peer Scale and Inventory of Parent and Peer Attachment (IPPA)--and one measure of loneliness (UCLA Loneliness Scale-Revised) at the end of high school, during their first semester at college, and 1 1/2 years later. Seventy-one students lived with their parents during the first semester at college, and 54 had left home to attend college. The IPPA showed good construct validity and test-retest reliability. Feelings of loneliness tended to increase during the transition and decrease after the transition only for adolescents who had left their parents. Adolescents who remained home while attending college did not indicated that compared to other ethnic groups, Hmong children are more likely to live with both biological parents, have more siblings, and move less often. Hmong parents are more likely to be older and married and less likely to have a high school diploma. There was no significant ethnic group difference in reading achievement as assessed on the Woodcock Johnson Tests of Achievement-Revised (WJTA-R). Hmong children entered kindergarten with lower mathematics achievement scores as assessed on the WJTA-R, but these differences disappeared by spring of first grade. Teachers rated Hmong children as more cooperative, more self-controlled, and with fewer problem classroom behaviors. There was no difference in teacher ratings on assertiveness. Hmong children had higher school attendance rates than other ethnic groups. Stepwise regression analyses indicated that participation in the Transition Project and Head Start, smaller family size, and older parents predicted higher reading achievement. Higher school attendance and parent involvement predicted higher mathematics achievement. (Contains 11 references.) (KDFB)

ED 400 092 PS 024 609

Berndt, Thomas J.
The Morality of Friendship versus the Morality of Individual Autonomy.
PUB DATE- Aug 96
NOTE- 20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Age Differences; *Conflict of Interest; Cultural Differences; Cultural Influences; Cultural Traits; Foreign Countries; *Friendship; *Moral Values; Peer Relationship; *Personal Autonomy; Social Values; Values
IDENTIFIERS- India; Rokeach Value Survey

Two studies examined people's ideas about conflicts between the morality of friendship and the morality of individual autonomy. Study 1 included 144 subjects of 15, 18, and 21 years of age. In individual interviews, subjects were asked (1) what they would do in dilemmas in which friendship expectations conflicted with individual autonomy; (2) the reason for their decision; and (3) whether meeting a friend's expectations would be breaking friendship rules. Subjects also completed a questionnaire on the quality of friendship with their best friend, and another on their acceptance of individualistic values. Findings indicated that older students emphasized the morality of individual autonomy less than younger students but were no more likely to make individualistic decisions. Younger students resolved friendship-individualism conflicts by asserting their individual rights; older students resolved these conflicts by setting boundaries on friendship obligations. Students' decisions about dilemmas were unrelated to their endorsement of individualistic values but were related to the quality of their friendships; friendships with more negative features were associated with less compliance to friendship expectations. Study 2 used the same methodology as Study 1, but included adult graduate students--79 from the United States and 69 from India. More Indian than American adults resolved conflicts by complying with friendship expectations. However, Indian adults endorsed individualism more often than American adults. The differences between

Attention?
PUB DATE- Aug 96
NOTE- 15p.; Paper presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attention; Caregiver Child Relationship; *Child Development; Cognitive Development; *Context Effect; *Day Care Centers; Early Childhood Education; Educational Philosophy; *Educational Quality; Educational Theories; Foreign Countries; Infants; Outcomes of Education; Program Improvement; Social Influences; *Teacher Role; Teacher Student Relationship; Toddlers
IDENTIFIERS- *Educare; New Zealand

This study examined the "educare" experiences of infants and toddlers in New Zealand child care centers to evaluate whether those experiences provided opportunities for learning. Subjects were 200 under-2-year-old children (99 boys and 101 girls) from 100 childcare centers, 2 children from each center. Subjects were each observed for 80 minutes of structured time-sampled observations and 30 minutes running records of the child's activity in context. The results showed that children initiated many interactions with adults, most commonly through vocalization. Crying, requesting, physical actions, and positive affect were much more infrequent. Most of the children's initiations received either positive or neutral responses from adults. Children were engaged more than three quarters of the time when they were observed but spent about 14 percent of the time wandering or waiting. Children were somewhat unlikely to be involved in joint play activities with an adult, which occurred only 7 percent of the time. A third of all children in the study participated in no joint attention at all. Qualitative data provided evidence of the overall responsiveness of high quality centers and the richness of joint attention episodes as contexts for learning. (Contains 33 references.) (Author/AA)

ED 400 111 PS 024 659

Harrison, Linda; Ungerer, Judy
Child Care Experience and Attachment Security as Predictors of Children's Social Adjustment at Age Two-and-a-Half.
PUB DATE- Aug 96
NOTE- 12p.; Paper presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Attachment Behavior; *Caregiver Child Relationship; Child Behavior; Emotional Adjustment; Emotional Development; Emotional Response; Foreign Countries; Infant Behavior; Infant Care; Infants; Interpersonal Relationship; Mothers; *Parent Child Relationship; Parent Influence; Parent Role; Peer Relationship; Separation Anxiety; *Social Adjustment; *Social Behavior; Toddlers
IDENTIFIERS- Australia

This study addressed the argument that early child care constitutes a risk to children's social adaptation, and that for high-risk samples this effect depends on the security of

1990; numerical growth and percent growth of the AI/AN population, 1970-80 and 1980-90; the 10 states with the largest AI/AN population; numerical growth of the AI/AN population in these 10 states for 1980-90; the 10 reservations with the largest AI/AN population; states with the highest percentage of AI/AN population; percent growth of the 10 states with the largest AI/AN population for 1980-90; distribution of the AI/AN population inside and outside AI/AN areas; AI/AN population for the Alaska Native Regional Corporations in Alaska; the 10 Alaska Native village statistical areas with the largest AI/AN population; and information on American Indians with disabilities, aged 15-64. (LP)

ED 400 129 RC 020 711

Directory of American Indian Tribes.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alaska Natives; *American Indian Reservations; *American Indians; Federal Indian Relationship; *Tribes

This directory provides general information on American Indian and Alaska Native tribes and lands. The information was compiled from several resources including the "Federal Register," the Bureau of Indian Affairs, "The Native American Almanac" (A. Hirschfelder, M. K. de Montano), the "Atlas of North American Indian Tribes" (Carl Waldman), the "Reference Encyclopedia of the American Indian" (Barry Klein), "The Indian Tribes of North America" (John Swanton), the "Handbook of North American Indians" (William Sturtevant), and the "Tribal Leaders Directory." Part 1 lists over 700 tribes by state and includes the address, telephone number, and status of the tribe in relation to the federal government. Status information indicates whether the tribe has gained federal recognition, has petitioned for federal recognition, was denied federal recognition, was restored federal recognition, has gained state recognition, or has been determined ineligible to petition for federal or state recognition. Part 2 lists over 300 Indian lands by state, including reservations, rancherias, colonies, and historic Indian areas. Entries include the tribe affiliated with the land, the date the land was established, and number of acres. They also indicate whether the land is recognized as a federal or state reservation, or is unrecognized by federal or state governments but is considered a reservation by people living there. Includes alphabetical indexes for tribes and lands. (LP)

ED 400 130 RC 020 712

Thurber, Hanna J., Ed.; Thomason, Timothy C., Ed.
Guide to Financial Aid for American Indian Students.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *American Indians; *College Bound Students; Colleges; Federal

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alaska Natives; *American Indians; *Consciousness Raising; Cultural Awareness; Cultural Images; *Curriculum Development; Educational Practices; Elementary Secondary Education; Ethnic Bias; *Ethnic Stereotypes; *Instructional Material Evaluation; Media Selection; Multicultural Education; *Racial Bias; Student Attitudes
IDENTIFIERS- *Antibias Practices; ERIC Digests; Native Americans; Webbing (Thematic)

Teaching from an antibias perspective means going beyond conventional multicultural education and introducing students to a working concept of diversity that challenges social stereotypes and discrimination. This digest describes current inadequacies in teaching about Native Americans, suggests ways to avoid common pitfalls, and provides guidelines for detecting anti-Indian bias in instructional materials. Three obstacles to providing better instruction about American Indians and Alaska Natives are lack of training in teacher education programs, ongoing racist portrayals of Native Americans in the larger society, and difficulties in locating sources of trustworthy materials. When teaching about Native Americans, teachers often favor approaches that portray Native Americans as extinct, or that allow students to experience only the exotic components of a Native culture. Both approaches teach simplistic generalizations about other peoples and lead to stereotyping rather than understanding. Teachers must begin by examining their own underlying beliefs about Native Americans and by critically questioning cultural images in books and the mass media, then use this knowledge to develop an antibias curriculum. Antibias learning may be integrated into the entire curriculum through a technique called webbing. Types of instructional materials to avoid are those that make sweeping generalizations about Native Americans, present only colonizers' perspectives, exploit Native American cultural and spiritual traditions for profit, or lack respect for Native intellectual property rights and indigenous knowledge. Contains 15 references and resources. (SV)

ED 400 147 RC 020 743

LaPrairie, Carol; And Others
Examining Aboriginal Corrections in Canada. Aboriginal Peoples Collection.
PUB DATE- 96
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Canada Natives; Community Role; Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; Cultural Relevance; Foreign Countries; Indigenous Populations; Policy Analysis; *Prisoners; Recidivism; *Social Attitudes
IDENTIFIERS- *Canada

This report provides information about the state of Aboriginal corrections in Canada. It draws on survey results, analyses of quantitative data, and a review of the relevant literature and research and raises some complex questions about the meaning and future of Aboriginal corrections. There are nine parts that: (1) discuss the reliance on imprisonment in Canada

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Ecology; Economics;
  Elementary Secondary Education; Environmental Education;
  Exhibits; Geology; History; *Interdisciplinary Approach;
  *Science Activities; Social Studies
IDENTIFIERS- *Ohio River

This activity booklet was designed to accompany a floating barge exhibition entitled "Always a River" that brought together the experiences of the past, the opportunities of the present, and the hopes of the future afforded by the Ohio River. The interdisciplinary activities in this booklet aim at enriching the lives of young people and making them more knowledgeable of the ecological and environmental impact that the Ohio River exerts on their lives. Topics include: the river and its tributaries; geology; prehistoric dwellers; surveying and mapping; human-made changes; settlement; environment and ecosystem; commerce, navigation, and industry; imagination; organizations; and local cities and towns. A list of resources and pictures of various types of boats are included. (JRH)

ED 400 164   SE 057 148

Bonner, F. T.; And Others
Tree Seed Technology Training Course: Student Outline.
PUB DATE- Sep 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Forestry; *Job Training;
  Plant Growth; Plant Propagation; Plants (Botany); Technical
  Education; *Trees; Vocational Education
IDENTIFIERS- *Seeds

This manual is intended primarily to train seed collectors, seed-plant managers, seed analysts, and nursery managers, but can serve as a resource for any training course in forest regeneration. It includes both temperate and tropical tree species of all intended uses and covers the following topics: seed biology, seed collection, seed handling, seed-quality evaluation, seed protection, seed basics for nurseries, seed programs, and practical exercises. Contains 91 references. (Author/JRH)

ED 400 165   SE 057 158

Balin, Amy; And Others
Trash Conflicts: An Integrated Science and Social Studies
  Curriculum on the Ethics of Disposal.
PUB DATE- 93
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Controversial Issues (Course Content); *Recycling;
  *Science Education; Secondary Education; Social Problems;
  *Social Studies; *Solid Wastes; *Waste Disposal

Education is the first step toward making changes in habits and practices that are currently threatening the environment. Across the country, evidence is abundant that people are willing to change their habits once they understand the consequences of their choices. Greater numbers of communities

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Engineering; *Federal Aid; *Higher Education; Nonprofit Organizations; *Research and Development; *Sciences; Tables (Data)

The data presented in the statistical tables in this document represent all categories of direct Federal Science and Engineering (S&E) support to institutions of higher education in the United States. The 15 federal agencies included provided virtually all funding for S&E Research and Development (R&D) at universities and colleges. In addition, data are reported on these agencies' obligations to nonprofit institutions. Sections include: (1) Federal S&E Obligations to Universities and Colleges which includes trends, summary, geographic distribution, institutions ranked in order of amount received, institutional listings by state, historically black colleges and universities, and systems of universities and colleges; (2) Federal S&E Obligations to Nonprofit Institutions; (3) Federal S&E Obligations to Selected Consortia; and (4) Federal S&E Obligations to Federally Funded Research and Development Centers. (JRH)

ED 400 188 SE 059 061

Trefz, Rick
Maximizing Your Classroom Time for Authentic Science: Differentiating Science Curriculum for the Gifted.
PUB DATE- 27 Dec 96
NOTE- 24p.; Paper presented at the Global Summit on Science and Science Teaching (San Francisco, CA, December 27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; *Course Descriptions; *Problem Solving; Science Activities; *Science Curriculum; Secondary Education; *Thinking Skills

The academic needs of gifted students are qualitatively different from those of regular students. This document describes a course that is differentiated for gifted students in the areas of content, process, learning environment, and product. Emphasis is placed on higher order thinking skills through independent study dealing with real world problems that add scope, depth, and acceleration to the course. The teacher-designed and student-designed activities described are tied to curriculum objectives and various thinking and learning models. They allow for individualizing the curriculum and self-paced learning in the student's preferred learning style. (Author)

ED 400 189 SE 059 065

Cervoni, Cleti, Ed.
On the Brink: Activity and Resource Guide to Teaching about Massachusetts Endangered Species.
PUB DATE- Nov 93
NOTE- 105p.; A publication of Project WILD.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Ecological Factors; Ecology; Elementary Education; *Endangered Species; Environmental Education; Habitats; Quality of Life; Science Instruction; *Wildlife Management

Great Decisions and Great Decisions Activity Book. 1994 Edition.
PUB DATE- 94
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African History; *Developing Nations; Environment; Foreign Countries; *Foreign Policy; *Global Education; *International Relations; International Trade; Multicultural Education; Secondary Education; Social Studies; United States History; *World Affairs; World History

This book discusses foreign policy issues and provides background information on current topics. This edition examines the following major issues: (1) "Conflict in Former Yugoslavia: Quest for Solutions" (Susan L. Woodward); (2) "South Africa: Forging a Democratic Union" (Jean Herskovits); (3) "Environmental Crisis in Former Soviet Bloc: Whose Problem? Who Pays?" (William Sweet); (4) "Trade with the Pacific Rim: Pressure or Cooperation?" (Jinny St. Goar); (5) "Defense: Redefining U.S. Needs and Priorities" (David C. Morrison); (6) "Argentina, Brazil, Chile: Democracy and Market Economics" (Jacqueline Mazza); (7) "Islam and Politics: Egypt, Algeria, and Tunisia" (Laurence G. Potter); and (8) "New World Disorder? U.S. in Search of a Role" (James Chace). The activity book contains activities on each subject and six handout master sheets pertaining to the world area under study. (EH)

ED 400 212 SO 026 264

North American Indians: A Collection of Bibliographies, Resource Lists, Questions and Answers, and Other Leaflets Prepared by the National Museum of Natural History .
PUB DATE- 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Culture; *Anthropology; Art Education; Art Expression; Ceramics; Elementary Secondary Education; Games; Handicrafts; *History; Languages; *Multicultural Education; North Americans; Resource Materials; *Social Studies; *Visual Arts; Womens Studies
IDENTIFIERS- Folk Dance; *Native Americans; Silversmithing; Textiles

This extensive collection of information and resource materials about North American Indians includes: (1) "A General Introduction to North American Indian Art"; (2) "Selected References on Native American Silverwork"; (3) "Selected References on Southwestern Native American Pottery"; (4) "Selected References on Southwestern Indian Textiles and Weaving"; (5) "Selected References on Native American Women"; (6) "Selected References on Native American Symbolism and Design"; (7) "Native Peoples of the Americas: Photographs of Exhibits in the Museum of Natural History"; (8) "Native American Resources: Books, Magazines, and Guides"; (9) "Selected References on Native American Games, Dances, and Crafts"; (10) "Selected References on Native American Indian

Psychology Colloquium (14th, Braga, Portugal, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Faculty Development; Foreign Countries; *Goal Orientation; Higher Education; Preservice Teacher Education; *Self Motivation; *Student Motivation; Student Teachers; *Teacher Influence; *Teacher Motivation; Teachers
IDENTIFIERS- Portugal; *Teacher Satisfaction

This investigation, using Nuttin Motivation Relational Theory (1985), was designed to analyze the main motivational objectives responsible for the university and professional fulfillment of teachers and future teachers. It also analyzed how those objectives are distributed in both intrinsic and extrinsic terms, as well as the relation between motivational orientation and motivational intensity in the two fulfillment spheres (university and professional) referred to above. Two sample groups, one of 83 individuals and one of 109, verified that the motivational objectives of university fulfillment are arranged according to two factors--one corresponding to an intrinsic dimension of the motive's concreteness and the other to an extrinsic dimension, while the objectives responsible for professional fulfillment presented a "complex" distribution. On the other hand, the motivational intensity was significantly superior in relation to the motivational objectives of professional fulfillment than in relation to the objects of university fulfillment. Also obtained was a relationship between the motivational orientation degree and the motivational intensity for relating fulfillment motivational objects, expressly for university fulfillment, but not for professional fulfillment. (Contains 16 references.) (Author/ND)

ED 400 234 SP 036 941

Jesus, Saul Neves de
Teachers' and Preservice Teachers' Professional Goals and Motivation.
PUB DATE- Jun 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Teacher Education in Europe (18th, Lisbon, Portugal, June 22-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Educational Objectives; *Expectation; Foreign Countries; *Goal Orientation; Higher Education; Models; Preservice Teacher Education; Research Methodology; Secondary Education; Secondary School Teachers; *Teacher Motivation
IDENTIFIERS- *Expectancy Theory; Portugal; Preservice Teachers; *Valence Theory

Expectancy-valence models are used most in the field of motivational psychology. However, teachers' motivation had not been studied by these models and only limited research exists assessing the expectancy and the valence constructs. This study's aim was to examine preservice teachers' and practicing teachers' motivation by the expectancy-valence models. First, the main professional goals of teachers and preservice teachers were obtained. Of these, 92 were students in the department of education at the University of Coimbra (Portugal) and 52 were practicing secondary school teachers. Then, the Jesus

*Discipline; Educational Objectives; Elementary Education; Elementary School Teachers; Teacher Improvement; *Teacher Student Relationship; Theory Practice Relationship

This article examines some popular theories of classroom management in an effort to generate practical suggestions for teachers and administrators who deal with youngsters on a day-to-day basis. The suggestions are presented in an alphabetical arrangement and cover many areas of concern to educators. Some of the topics covered are: audience, flexibility, expectations, goals, fairness, organization, and humor, using "I" messages, selling one's subject matter, dealing with serious and less serious behavior problems, and rule enforcement. The paper concludes with some suggested readings for further study of the subject. (Contains 10 references.) (ND)

ED 400 253 SP 036 983

Enerson, Diane M.; And Others
Creating a Community of Teachers: The Penn State Course in College Teaching.
PUB DATE- Jun 96
NOTE- 8p.; Paper presented at a conference of the National Center on Postsecondary Teaching, Learning, and Assessment (State College, PA, June 21-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; *Faculty Development; Higher Education; Inservice Teacher Education; *Instructional Improvement; Teacher Attitudes; *Teacher Effectiveness; *Teaching Assistants
IDENTIFIERS- *Pennsylvania State University

In the early 1990s, Pennsylvania State University's IDP (Instructional Development Program) Center for Excellence in Learning and Teaching provided separate programs for training teaching assistants (TAs) and faculty development. Neither program appeared to meet the needs of its intended audience. In the fll of 1992, the Center began offering the "Penn State Course in College Teaching" to all faculty, TAs, and instructors. The program has evolved into a highly successful noncredit course that meets once a week to explore issues of pedagogy, share teaching experiences, and discuss some of the current literature on teaching. The goal of the course is not to teach how to teach, but rather to develop the analytical and problem-solving skills that would enable continued growth and development. The course combines elements of a teaching practicum with those of a seminar on pedagogy. Course materials include weekly session guides, assignment sheets and two texts. Each week the course focuses on one of the basic processes of teaching; the assignments are designed to promote self-reflection and practical application. Feedback from both new instructors and experienced faculty indicate the success of the program in encouraging teachers to bring their scholarly abilities to their roles as teachers. (ND)

ED 400 254 SP 036 984

Klecker, Beverly; Loadman, William E.
Exploring the Relationship between Teacher Empowerment and Teacher Job Satisfaction.
PUB DATE- Oct 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-

Matter, M. Kevin
Avoiding Assessment Anarchy. Quality Test Administration Strategies: Communicate Expectations, Reduce Variation, Increase Quality, Improve Relationships, Reward Excellence, Recognize Success.
PUB DATE- Apr 96
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Data Collection; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Quality Control; *School Districts; *Testing; Testing Programs; User Needs (Information)
IDENTIFIERS- Test Directors; Test Reporting

This paper presents strategies that address the needs of the school district assessment office for standardized procedures to support reliable and efficient test processing and reporting and that meet the needs of school staff for test administration guidelines. The key to test administration and processing quality is a knowledgeable test coordinator at each site. The Building Test Coordinator (BTC) may be a teacher or administrator, but should not be the school's principal. It is essential for district testing personnel to meet with all BTCs before the test, and to acknowledge their performances after the test through some appropriate reward or acknowledgment. Personal delivery and check-in of all testing materials will help ensure success. Communication, at all points in the process, is the key to effective test administration and processing. Total quality techniques in testing depend on procedures that involve the user throughout the entire process. Assessment offices need to design goals, processes, and procedures with the user in mind. (SLD)

ED 400 272   TM 025 391

Ertmer, Peggy; And Others
An Apprenticeship Approach to Inducting Novices into Research Practice.
PUB DATE- Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Cooperation; Course Content; Curriculum Development; Data Analysis; Data Collection; Educational Research; *Experiential Learning; *Graduate Students; Graduate Study; Higher Education; *Instructional Effectiveness; Mentors; Research Design; *Research Methodology; *Theory Practice Relationship

As part of a graduate research course, nine students formed a research team to carry out all aspects of a multimethod research study, including design, data collection and analysis, interpretation, and presentation of results in a final to interview were more likely to be women and to have higher grade point averages than those not invited. Students who did not receive job offers through Career Services and Placement used two job search methods to find employment: mailing resumes to and contacting employers, and responding to newspaper classifieds. These methods were rated as "not very helpful" in finding employment opportunities. (Author/MSE)

ED 399 830 HE 029 415

Lenze, Lisa Firing
Discipline-Specific Faculty Development.
PUB DATE- Jul 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; Consultation Programs; *Departments; Educational Principles; *Faculty Development; Higher Education; Individualized Instruction; Instructional Development; *Intellectual Disciplines; *Mentors; Program Descriptions; Skill Development; *Teaching Assistants; Teaching Skills
IDENTIFIERS- *Content Area Teaching; University of Oregon; University of Washington; Vanderbilt University TN

In higher education, there is an increasing emphasis on development of discipline-specific pedagogical knowledge among faculty, whose central precept is the interconnectedness of content and teaching method. Some college and university faculty development centers have begun providing services in this area. The University of Washington's Center for Instructional Development and Research assigns instructional consultants to discipline-related quality management teams to facilitate individual and group faculty development efforts within the discipline's distinctive culture. The University of Oregon's Teaching Effectiveness Program provides individualized services to faculty members based on specific teaching needs, and is linked to departments through designated faculty contacts. At Vanderbilt University (Tennessee), the Center for Teaching facilitates faculty mentoring of novice teachers, particularly graduate teaching assistants, in discipline clusters problem-solving, lab science, social sciences, humanities, religion). Successful programs assess and respond to the discipline-specific teaching concerns of faculty. Research programs on teaching within the discipline are also needed. (MSE)

ED 399 831 HE 029 416

Lenze, Lisa Firing
Instructional Development: What Works?
PUB DATE- Aug 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *College Instruction; *Consultation Programs; *Faculty Development; Grants; Higher Education; *Instructional Development; *Instructional Effectiveness; Instructional Improvement; Peer Teaching; Program Effectiveness; Resource Materials; Teacher Collaboration; Teacher Improvement; *Workshops

education; (4) financial profile of undergraduates; and (5) student outcomes. Among highlights shown by the data are the following: while the number of eligible high school students increased from 1989 to 1993, the number of first-time freshmen decreased; the decrease was greatest at the California State University while the California Community Colleges continued to account for the majority of high school graduates continuing on to higher education; during this period, the amount and distribution of student financial aid changed dramatically as more students received both grants and loans, the number of students receiving need-based aid increased, and the amount of money loaned to each student rose; students took an average of 5 years to graduate; and 2 of every 5 California freshmen did graduate. Supporting tables of data are appended. (JLS)

ED 399 851 HE 029 483

Doyle, William
Higher Education Finance. An Annotated Bibliography, Report 96-2.
PUB DATE- Feb 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Federal Aid; Federal Programs; Financial Policy; *Financial Support; *Higher Education; Money Management; State Aid; Statewide Planning; Student Financial Aid; Trend Analysis

This annotated bibliography on higher education finance lists 79 journal articles, books, conference papers, and reports originally published from 1973 through 1995 with most published in the 1990s. Citations include lengthy analytical summaries and critiques. The bibliography is presented in six sections which cover the following topics: (1) trends in higher education finance; (2) financing students; (3) state budgeting policies; (4) federal programs and policies; (5) financial management of higher education; and (6) collections and bibliographies. (JLS)

ED 399 852 HE 029 484

Shared Responsibility: Strategies To Enhance Quality and Opportunity in California Higher Education, Report 96-3 and A Supplement to Shared Responsibility: A Resource Guide, Report 96-4.
PUB DATE- 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Beginning Teachers; College Faculty; College Outcomes Assessment; Educational Quality; Educational Technology; Federal Aid; *Financial Policy; *Financial Problems; Financial Support; Higher Education; *Long Range Planning; Private Colleges; *Private Sector; Public Colleges; *Public Sector; Resource Allocation; *Retrenchment; State Aid; State Government; State Regulation; State Universities; Statewide Planning; Student Costs; Student Financial Aid; Teacher Evaluation
IDENTIFIERS- *California

This report describes the effects of the recession in the early 1990s on institutions of higher education in California including large budget cuts, student tuition increases, enrollment reduction of 200,000, growth in student loans, and

"Total Quality Enrollment Management" (Jim Black); "Yes, New Technology Affects Recruitment and Marketing" (Gene R. Sherron); "An Introduction to EXAMINE: A Flexible Examination Scheduling System" (Michael Carter and others); and "New Staff Orientation: The Second Step in Insuring Your Students Get Quality Service" (Doug Hartnagel). (MSE)

ED 399 870 HE 029 505

Feagles, Shelley M.; Dickey, Karlene N.
Norway: A Study of the Educational System of Norway and a Guide to the Academic Placement of Students in Educational Institutions in the United States. Country Report. PIER World Education Series.
PUB DATE- 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Adult Education; Apprenticeships; Certification; College Admission; College Curriculum; Colleges; Correspondence Study; Curriculum Design; *Degrees (Academic); Elementary Secondary Education; Foreign Countries; Foreign Students; Governance; Grading; Higher Education; Institutional Characteristics; Intellectual Disciplines; International Educational Exchange; Language of Instruction; Records (Forms); *Student Placement; Student Records; Study Abroad; Universities
IDENTIFIERS- *Norway

The guide describes the educational system of Norway, primarily to assist in placement of Norwegian students in U.S. schools and for transfer of credits. An introductory chapter gives background about Norway and its people, educational governance, and language of instruction. The second chapter outlines the system of preschool, primary, and lower secondary education, including curriculum design and grading practices, and the third chapter describes aspects of the secondary system, its curriculum, grading, college matriculation requirements, apprenticeship training, and international baccalaureate. The bulk of the report is devoted to higher education including information on the academic year, financial aid, student services, governance, and the dual university/college system listing the requirements and institutional characteristics of each. The curriculum and degrees of each major field of study are also detailed. Additional chapters provide information on adult and correspondence education, international exchange programs and study abroad opportunities, and advice for admissions officers concerning transfer of credits and evaluation of credentials, and placement. Sample records and forms are presented within the text. Lists of trades in which apprenticeships are offered, with program length, and institutions in the formal higher education system are appended. A Norwegian-English glossary is also included. (MSE)

ED 399 871 HE 029 506

Ismail, Margery; And Others
Bulgaria: A Workshop Report on the Educational System and Guide to the Academic Placement of Students in Educational Institutions in the United States. PIER World Education Series.

(4) the importance of fitting any mentoring program to the specific culture and environment of a given institution; (5) recommendations for institutions (such as providing recognition to those who participate and providing support through institutional resources; and (6) the need for research to identify successful programs and examine the specific benefits of mentoring of female and minority faculty members. (Contains six references.) (DB)

ED 399 889 HE 029 525

Luna, Gaye; Cullen, Deborah L.
Empowering the Faculty: Mentoring Redirected and Renewed. ASHE-ERIC Higher Education Report No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 114p.; For a digest of this report, see HE 025 524.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Empowerment; *Faculty Development; Higher Education; Leadership; Master Teachers; *Mentors; Minority Group Teachers; Program Development; Program Effectiveness; Teacher Collaboration; Teacher Improvement; Women Faculty

This report discusses the use of faculty mentoring programs to empower faculty and ultimately benefit the institution and improve the quality of higher education. It synthesizes the literature on mentoring in terms of conceptual frameworks, mentoring arenas, and roles and functions of mentors and proteges. The first section provides a general history and background of mentoring and a synopsis of mentoring in the field of education. The second section focuses on corporate mentoring, differences between mentoring in business/industry and academic settings, and the benefits of mentoring in the workplace. Section 3 discusses primary mentoring frameworks and theories and offers a comparison of mentoring concepts and functions. It is followed by a discussion of mentoring and faculty development. The next two sections offer specific information on the mentoring of female and minority faculty members. A section on the application of mentoring presents recommendations, guidelines, suggested qualifications for mentors and proteges, and models of mentoring. The final section provides conclusions and recommendations. Recommendations include raising campus awareness about the importance of mentoring, establishing a mentoring program with faculty assistance and input, providing recognition to those who participate, and providing support through institutional resources. An appendix lists 17 faculty mentoring programs. (Contains approximately 150 references.) (DB)

ED 399 890 HE 029 526

Snow, Brian
Making Clients Happy. Is It Possible? Boomer's Banana Peels, A Story for Children of All Ages Who Want To Make Their Clients Happy.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of College and University Attorneys (San Antonio, TX, June 16-19, 1996).

of a successful assessment from project leadership, to assessment design, to data analysis); (7) assessment issues (such as sampling, coding, data analysis and dissemination); (8) a case study of a 10-campus midlevel administrator morale assessment; (9) a case study of a university faculty morale assessment; and (10) use of the assessment data to develop recommendations and an action plan. Appendices contain sample letters and surveys. (Individual chapters contain references.) (JLS)

ED 399 909 HE 029 545

National Faculty Salary Survey by Discipline and Rank in Private Four-Year Colleges and Universities, 1995-96.
PUB DATE- 96
NOTE- 67p.; For the survey of public four-year institutions, see HE 029 546.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Comparative Analysis; Departments; Educational Trends; Employment Patterns; Higher Education; Intellectual Disciplines; *National Surveys; *Private Colleges; Tables (Data); *Teacher Salaries
IDENTIFIERS- *National Faculty Salary Survey

This volume presents data from the 14th annual survey of faculty salaries by discipline and rank in the nation's private colleges and universities. Three hundred and thirty-one institutions participated in the survey. Data are presented by 55 disciplines and major fields and for institutions with and without collective bargaining. A final table presents discipline averages in all major fields. The overall average salary for all ranks was $47,6609, an increase of 2.56 percent over the previous year. Average salaries for all full professors, comprising 33.4 percent of faculty, was $60,908; for associate professors, comprising 31.3 percent of faculty, was $45,771; for assistant professors, comprising 30.3 percent of faculty, was $37,820; and for instructors, comprising 6.6 percent of faculty, was $30,222. The top five disciplines/major fields for faculty salary were: engineering ($65,244); business management and administrative services/marketing ($58,347); social sciences and history/economics ($57,446); physical sciences ($57,320); and health professions and related sciences ($57,091). The disciplines with the highest percentages of faculty at the professor rank were physical sciences (56.9 percent), geology (51.3 percent); physics (50.2 percent); chemistry (45.7 percent); and social sciences and history (45.4 percent). Appendices list participating institutions and describe a data product service that provides special sets of data to institutions for salary comparison analysis. (JLS)

ED 399 910 HE 029 546

National Faculty Salary Survey by Discipline and Rank in Public Four-Year Colleges and Universities, 1995-96.
PUB DATE- 96
NOTE- 92p.; For the survey on private four-year institutions, see HE 029 545; and for the 1993-94 survey on public four-year institutions, see ED 378 904.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty;

library and classroom, this directory can help users locate lesson plans, teaching materials, the latest educational research, conference information, details on grants and other funding opportunities. The book focuses on Gopher sites administered by educational institutions, foundations, and government agencies. Over 250 topically arranged listings, in alphabetical order, contain descriptions of the resources on the gopher sites (electronic addresses, navigational paths, and annotations). Appendixes include Internet addresses of state departments of education, especially useful sites, and additional Internet resources for lesson plans. (Author/AEF)

ED 399 928 IR 018 116

Williams, Constance D.
The Internet for Newbies: An Easy Access Guide.
PUB DATE- 97
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Mediated Communication; Electronic Mail; Information Sources; *Internet; *Online Searching; Search Strategies; Users (Information); World Wide Web
IDENTIFIERS- *Computer Use; Connectivity; Navigation (Information Systems)

This book provides beginning Internet users with basic information about what's out there, how to find it, and what to do with it when you find it. Instructions are provided on connecting to the Internet and using it effectively and appropriately. Aspects of Internet communication are reviewed, including e-mail, netiquette, mailing lists, and Usenet newsgroups. Discussion includes commentary on avoiding or dealing with hazards associated with the medium; lists of resources on specific topics are also included. Alfter an overview of the World Wide Web, the book discusses the details of searching for specific information. Examples of real-life searches illustrate search results, along with explanations of which search strategies work and why. Operating instructions for navigating the information highway via FTP, Gopher, and telnet are provided. Service providers are described and criteria for choosing one are suggested. (Author/AEF)

ED 399 929 IR 018 117

CNN Newsroom Classroom Guides, September 1996.
PUB DATE- Sep 96
NOTE- 85p.; No summaries available for September 2.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the weekday Cable News Network Newsroom broadcasts for the month of September, To help children and adolescents learn to read, school librarians and teachers must learn to read with confidence for pleasure and satisfaction and to draw on their experience of the world and their experience with other texts. Having personal enthusiasm, the skills to analyze how a literary work functions, and an understanding of what "succeeds" or "fails" in literary works are critical for communicating enthusiasm and skill to young readers. These qualities also help teachers assist students in finding books that will keep them reading. Librarians and teachers must be practitioners of reading, not simply enablers of reading or transparent conduits for books. The paper describes a course in which undergraduate and graduate education and library students are taught to think, speak, and write about how they read, to clarify the nature of reading, the nature of the book, and the way it should be presented to children. The class requires students to assess their reading experiences with books, particularly exploring whether their reactions to the book are caused by the book-as-object, the reader's personal history, the reader's history as a reader, or the text alone. (Contains 12 references.) (SWC)

ED 399 946 IR 056 061

Sochocky, Christine M.
Young Adult Reading Habits in Ukraine.
PUB DATE- Feb 95
NOTE- 8p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; Foreign Countries; Government Role; *Late Adolescents; Library Collections; Literacy; Literature Appreciation; *Public Libraries; *Reading Attitudes; Reading Materials; *Reading Material Selection
IDENTIFIERS- *Ukraine

This discussion of factors influencing youth literacy in Ukraine highlights information on availability and content of reading material in the Soviet Union and Ukraine. The population of Ukraine is 100% literate. Regional children's libraries and separate libraries for youth are located in the cities and larger towns, are funded by the Ministry of Culture, and have impressive children's collections. The libraries for youth (defined as children from ages 14 to 24) offer a basic selection of all classics--their own and foreign, some adventure, and some science fiction--although the selections are not always what the young people really want to read. In the Ukraine, there is a lack of a middle level entertainment or escapist literature for youth. There are many levels of fiction, non-fiction, biography, and travelogue that would interest and entertain Ukrainian youth. Ukrainian youth are curious about themselves and the outside world. They read a lot, which helps them to search for a synthesis of diametrically opposed influences of their sheltered past and the modern Western world. Writers, poets, and bards were of great importance to Ukrainian youth in the past, and will continue to be important in the future. (Contains 10 references.) (Author/SWC)

ED 399 947 IR 056 063

Library Funding; *Library Services; Online Searching; *Optical Data Disks; Scientific and Technical Information; Shared Library Resources
IDENTIFIERS- Creighton University NE

Academic libraries have traditionally used interlibrary lending to facilitate document delivery. The trend of stagnating or dwindling serials budgets in libraries, coupled with increased journal costs, has served to increase libraries' reliance on the benefits of consortium pricing and shared costs, by utilizing interlibrary lending of journals. ADONIS is a CD-ROM based document delivery system that contains articles from scientific journals which cover a wide area in the biomedical fields, including biochemistry, bioengineering, biotechnology, and chemistry. ADONIS has over 680 journal titles, from more than 70 publishers. The Creighton University Health Sciences Library (CUHSL) in Omaha (Nebraska) began using ADONIS in July 1995. A 486/DX computer with 16Mb of RAM, a 500 Mb hard drive, and SVGA monitor comprise the viewing station. The CD-ROMs are managed by a 500-disk, quadruple-speed jukebox. Articles are printed on a Hewlett-Packard Laserjet 4 Plus printer, and incur a charge varying from $1.50 to $32.00 per article. Although the text of documents in ADONIS is not searchable, the ADONIS index is searchable via numerous familiar search techniques. Use of ADONIS has grown since it began operation, and the ADONIS holdings have been loaded into SERHOLD, which noticeably increased interlibrary loan requests for ADONIS materials. Four appendices show ADONIS contact information, original publisher-members of ADONIS, symbols used in ADONIS software, and examples used for an ADONIS presentation. (Author/SWC)

ED 399 966 IR 056 109

Adams, Kate; Martin, Sara
Distance Education Clearinghouse Web Site.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clearinghouses; *Distance Education; Grants; Higher Education; Information Sources; *Internet; Library Development; Library Funding; Library Planning; Library Services; *World Wide Web
IDENTIFIERS- *University of Nebraska Lincoln

A World Wide Web site, developed by University of Nebraska-Lincoln Information Services staff and funded by a NEB*SAT (Nebraska's multiple channel satellite and optical fiber educational telecommunications network) grant, provides a clearinghouse of distance education, Internet, and Web page development information that is useful to librarians and educators across the state. This paper discusses: goals and objectives of the grant; grant implementation and workflow, including resource selection criteria, resource categories for the clearinghouse home page, and record format; responsibilities of staff members; cataloging the workflow; placing records on the webserver; the UNL library environment; the evaluation process; and maintenance issues. (AEF)

ED 399 967 IR 056 110

Millea, Megan
Electronic Reference Library: Silverplatter's Database Networking Solution.

Needs; *Employer Attitudes; Employment Projections; *Employment Qualifications; Labor Market; *Labor Needs; Needs Assessment; Occupational Surveys; Two Year Colleges

IDENTIFIERS- Computer Networking Research; *Network Management

In spring 1996, Lexington Community College (LCC) in Kentucky, conducted a survey to gather information on employment trends and educational needs in the field of network systems administration (NSA). NSA duties involve the installation and administration of network operating systems, applications software, and networking infrastructure; assessment of computing and networking needs; and development of small utility programs for managing the computing environment. Surveys were mailed to 1,500 area businesses, with 11% (n=160) returning completed questionnaires. Study findings included the following: (1) 42% described their business as manufacturing-related, 9% as health care-related, and 8% as public accounting-related; (2) 45% indicated that they used Novell Netware for their network, while 19% (n=29) had no network in place; (3) of the 29 respondents without a network, 55% said that they hoped to install one in the next 5 years; (4) of 159 respondents, 69% indicated that they currently employed a network systems administrator and 31% said they did not; (5) overall, respondents identified a need for 46 NSAs immediately, 114 within 1 to 5 years, and 105 within 6 to 10 years; and (6) skills for successful employment rated as "very important" most often were problem-solving skills, network management and troubleshooting, and analytical skills. Employer comments to selected questions and the survey instrument are appended. (HAA)

ED 399 985 JC 960 574

Crehan, Michael

Exemplary Career Guidance Program, Renton Technical College.

PUB DATE- 31 May 95

NOTE- 81p.; Application submitted to the National Center for Research in Vocational Education for the 1995 Exemplary Programs Competition.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; Articulation (Education); Budgets; *Career Guidance; *Counseling Services; Organizational Objectives; Program Content; Program Design; *Program Effectiveness; Program Evaluation; Student Needs; Technical Institutes; Two Year Colleges

IDENTIFIERS- Renton Technical College WA

This four-part application for the National Center for Research in Vocational Education's 1995 Exemplary Career Guidance and Counseling Programs award describes the goals and operations of a student services and counseling program at Washington's Renton Technical College (RTC). Parts 1 and 2 present general information on the program for 1993-94, describing the characteristics of the 15,130 students served, program personnel, and operational budget. Part 3 describes program operation, including a schedule from a typical day, while part 4 reviews program components related to the following: (1) objectives and counselor activities undertaken to achieve the program's three main goals (i.e., facilitate lifelong learning competencies, personal effectiveness competencies, and life role competencies in multiple settings); (2) student needs at RTC; (3) program support services; (4) program collaboration and articulation, including family involvement, faculty/staff involvement, inter-agency cooperative agreements, and counter to the colleges' educational mission. Sexual harassment has been defined as verbal or physical conduct of a sexual nature, imposed on the basis of sex, that denies, limits, or provides different treatment. Recent legal developments, such as Title IX of the 1972 Educational Amendments, dictate that colleges and universities create clear policies and procedures to deal with alleged incidents of sexual harassment. As such, colleges should be aware of the behaviors that can lead to sexual harassment, such as situations where power held by virtue of gender, rank, or role create an unequal relationship. For example, behaviors based on a "quid pro quo" relationship represent harassment, as does the creation of a hostile environment for an individual. In working to prevent sexual harassment, five elements have been proposed by the American Council on Education, including a definition of sexual harassment, a string policy statement indicating intolerance of such behavior, effective communication with those involved or subject to related provisions, education for everyone, and an accessible grievance procedure. Research has shown that the implementation of a policy including these elements can have a noticeable effect on the incidence of sexual harassment. (TGI)

ED 400 003 JC 960 599

Lee, Lucy
Community Colleges and Proprietary Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 4p.; Drawn from "Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges Number 91," edited by Darrel A. Clowes and Elizabeth M. Hawthorne; see ED 387 193.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Curriculum; College Role; *Community Colleges; *Educational Finance; *Educational Trends; *Institutional Mission; Organizational Objectives; Private Education; *Proprietary Schools; Student Costs; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- ERIC Digests

There are clear advantages as well as disadvantages in encouraging greater mission convergence between community colleges and proprietary schools, such as for-profit vocational schools and career colleges. Proprietary schools have long attracted controversy related to their financial aid and fundraising practices, while at the same time fulfilling a clear community need by providing vocational programs promising quick preparation and transition to work. Similarities do exist between community colleges and proprietary schools, including curricula that emphasize post-graduate employment preparation and general education for traditional degrees and the diversity of their student populations. Strong differences are found, however, in governance and the distinction of public versus private status. Moreover, questions remain regarding differences in accreditation standards and the acceptance of proprietary school credits by other postsecondary institutions. When discussing the convergence of the two institutions, a distinction must be made between "organic" approaches (i.e., a result of the natural evolution of the institutions) and "forced" approaches (i.e., influenced by outside forces, such as the federal government through financial aid awards). The

ED 400 021 JC 960 624

Cowen, Sonia S., Ed.
Administration Self-Study and Evaluation Visit by the New Mexico Department of Education's Vocational-Technical Programs (April 17-20, 1995).
PUB DATE- Apr 95
NOTE- 43p.; For a related evaluation of academic programs, see JC 960 625.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Career Counseling; Community Colleges; Community Education; Continuing Education; Diversity (Institutional); *Institutional Evaluation; Institutional Mission; Job Placement; Marketing; Outreach Programs; Professional Development; Program Descriptions; *Program Effectiveness; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *New Mexico State University Carlsbad

This report presents results from a self-study of program administration and State Department of Education evaluation visit conducted at New Mexico State University's two-year branch campus at Carlsbad in April 1995. College activities and outcomes are described for the following 10 areas: (1) marketing, describing the college's marketing plan from administrative and faculty presentations at public meetings and high school career days to posters and program pamphlets; (2) special group enrollment, including an affirmative action plan, outreach programs to recruit minorities and the disadvantaged, and services to meet student needs; (3) counseling and career advisement, indicating that counselors are available throughout the year to help students with academic and career questions; (4) developmental education, including basic skills instruction, tutorial assistance, and educational training plans for each student; (5) job placement services, describing departments and agencies involved in making graduates and students aware of job openings; (6) the effectiveness of the school library; (7) institutional planning, reviewing the clarity of institutional mission and philosophy and efforts to coordinate with other agencies; (8) evaluation, specifying that all programs, faculty, administrative staff, and institutional goals are to be annually evaluated; (9) community education, including short-term courses for employees to improve job skills and services provided to high school students and displaced workers; and (10) professional development plans for full and part-time staff. (AJL)

ED 400 022 JC 960 625

Cowen, Sonia S.
Vocational-Technical and Professional Studies' Academic Programs and Support Services Self-Study and Evaluation Visit by the New Mexico Department of Education's Vocational-Technical Programs (April 17-20, 1995).
PUB DATE- Apr 95
NOTE- 140p.; For a related evaluation of program administration, see JC 960 624.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

elementary school than those who do not attend. The child who is most likely to succeed in the elementary grades is a girl who attended preschool, turned five in January before kindergarten entrance and attended a full-day kindergarten program. (Contains 24 references.) (AA)

ED 400 039 PS 024 415

Lange, Renee T.
Design and Implementation of a Developmentally Appropriate Training Model in a Day Care Facility.
PUB DATE- 95
NOTE- 106p.; M.S. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Childhood Needs; *Classroom Environment; *Day Care; *Day Care Centers; Early Childhood Education; Educational Environment; *Educational Quality; Guidelines; Professional Development; Program Development; Program Implementation; Questionnaires; *School Organization; Standards; Teacher Education; Teacher Role; Teacher Workshops; *Training Methods
IDENTIFIERS- Child Care Costs; *Developmentally Appropriate Programs; Learning Environment

As a practicum project, a developmentally appropriate training model was designed and implemented in a day care facility with 6 staff members, serving 40 children. Following documentation of the problem areas that inhibited application of developmentally appropriate practices in the particular day care setting, appropriate actions were implemented. The investigator modeled developmentally appropriate practices, provided teachers with constructive criticism, noted the use of developmentally appropriate practices, and conducted workshops. At the end of the program, adherence of the agency and its staff members to developmentally appropriate practices rose from a pre-intervention rate of 52 percent to a post-intervention rate of 88 percent. The outcomes of the project suggest that with appropriate training, commitment, and resources, a child care agency can be transformed from one which merely monitors or baby-sits children to one that recognizes the child as an individual. (Fifteen appendices include a copy of the calendar plan for implementation activities, budget drafts, the training schedule, a list of the characteristics of a developmentally based early childhood program, as well as questionnaires and assessment forms, and an outline used for the child development training/workshop. Contains 13 references.) (AA)

ED 400 040 PS 024 423

Oates, R. Kim
The Spectrum of Child Abuse: Assessment, Treatment, and Prevention. Brunner/Mazel Basic Principles into Practice Series, Volume 8.
PUB DATE- 96
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Welfare; Crisis

Infants and Toddlers"; (6) "Structuring Time and Space for Quality Care"; (7) "Good Care for Infants and Toddlers"; (8) "Prime Times: Caring Routines"; (9) "Guiding the Behavior of Infants and Toddlers," including discipline, expectations, and cool-down time; (10) "Safe and Healthy Environments for Infants and Toddlers"; (11) "The Learning Environment"; (12) "Infants and Toddlers Outdoors"; (13) "Interactions with Infants and Toddlers: The Caregiver as Teacher"; (14) "Partnerships with Parents"; (15) "Good Places for Staff"; and (16) "Ongoing Program Evaluation and Change." Includes a list of 43 resources. (BGC)

ED 400 058 PS 024 546

Cotterell, John
Social Networks and Social Influences in Adolescence.
PUB DATE- 96
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *Adolescents; Case Studies; Foreign Countries; Interpersonal Competence; Longitudinal Studies; Peer Influence; *Peer Relationship; Social Behavior; *Social Development; Social Influences; *Social Networks
IDENTIFIERS- Adolescent Attitudes

Young people are concerned with making and keeping friends, and they invest a great deal of energy in group social life to do so. This book charts the interactions of young people both in and out of school and the role of peers and friends in strengthening social attachments and in establishing social identities. It describes how social identities are worked out in different settings which compromise the adolescent's world and how these experiences differ for those who are shy, popular, aggressive or antisocial. The book consists of three parts. Part one describes how the social ties between friends link young people to various kinds of peer group structures, including friendship cliques, the peer crowd and classroom groups, and antisocial groups and gangs. Part two explores young people's behavior in the wider social environment and the implications of social acceptance or rejection for academic motivation, aggression and health-risk behavior. Part three describes how professionals can support young adolescents in building social attachments, giving practical examples of how this strategy is carried out in various communities. (WJC)

ED 400 059 PS 024 552

Sternberg, Robert J.; Williams, Wendy M.
How To Develop Student Creativity.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Creative Activities; *Creative Development; Creative Expression; *Creative Thinking; *Creativity; Creativity Research; Elementary Secondary

experience significant changes in loneliness during or after transition. For adolescents who stayed home, attachment to mother was stable during the transition, but attachment to father decreased during the second year in college. For adolescents separated from their parents, attachment increased during the transition, then remained stable for father or decreased for mother after the transition. Hierarchical regression analyses revealed that only insecure attachment to father predicted loneliness in the second year of college beyond that of the high school level. (KDFB)

ED 400 076 PS 024 590

Adams, Nancy; And Others
Improving Student Engagement in Learning Activities.
PUB DATE- May 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Cooperative Learning; Cultural Influences; Elementary Education; Elementary School Students; Journal Writing; *Learning Activities; Parent Attitudes; Portfolio Assessment; *Self Evaluation (Individuals); Socioeconomic Influences; Student Attitudes; Student Empowerment; Student Evaluation; Student Journals; *Student Motivation; Teacher Student Relationship; Teaching Methods; *Time on Task
IDENTIFIERS- Anecdotal Records; Engaged Style; *Goal Setting; Guided Practice; Illinois; Reflective Awareness; *Student Engagement; Task Engagement; Teacher Student Conferences

Engaging students seriously in their own academic learning is a persistent difficulty for teachers. The goal of this action research project was to actively involve elementary school students in their learning. The program was implemented at three elementary schools in northern Illinois serving multicultural populations; special education students, some in a Regular Education Initiative (REI) program; and students from a wide range of socioeconomic levels. Targeted classrooms at the three schools were a first-grade REI class at School 1, a fifth-grade class at School 2, and two multiage special education classes at School 3. Lack of student engagement was documented through student interviews, surveys, and teacher journal entries. Children lacked interest in school, felt no responsibility for their own education, or had a poor view of themselves as learners. Parents and students had unrealistic expectations that, in combination with socioeconomic and cultural considerations, a static curriculum, lack of student empowerment, and ineffective teaching methods permitted students to be passive learners. The program involved cooperative learning in mathematics, science, and language arts; goal setting taught through modeling and guided practice; and the alternative assessment technique of teacher-student conferences and self-assessment. The program was implemented in the 1995-96 school year. To assess the effects of the intervention, anecdotal records of teacher observations, surveys, questionnaires, student journals, and portfolios were maintained. Post intervention data indicated increased student engagement, goal-setting, and reflectivity. (Sixteen appendices detail data collection forms, evaluation forms, and sample lessons. Contains 41 references.) (KDFB)

ED 400 077 PS 024 592

American and Indian adults' decisions about the dilemmas were not related to differences in friendship quality. In both studies, decisions showed little consistency across dilemmas. Two tables list the dilemmas used in the studies. (KDFB)

ED 400 093 PS 024 618

Seng, Seok Hoon
Promoting and Investing in Early Childhood Development Projects.
PUB DATE- Nov 96
NOTE- 18p.; Paper presented at the Joint Conference of the Educational Research Association of Singapore and the Australian Association for Research in Education (November 25-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Coordination; Cross Cultural Studies; *Early Childhood Education; Foreign Countries; *Instructional Effectiveness; Longitudinal Studies; Outcomes of Education; *Preschool Education; Program Descriptions; Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS- Australia; Bernard van Leer Foundation (Netherlands); Malaysia; Mount Druitt Early Childhood Project; Singapore

This paper describes the impact of three early childhood education research programs in Australia, Singapore, and Malaysia, and funded by the Bernard van Leer Foundation. The Mount Druitt Project in Australia has implemented institution- and home-based educational programs, which also monitor children's physical development and work closely with parents. One of the most important outcomes has been the spread of preschools into the Government system, especially in disadvantaged areas. There has been little short-term effect on school performance; lasting effects are more closely related to social and attitudinal development than to cognitive variables. The Singapore Project is a 9-year longitudinal study investigating cognitive and social development in preschoolers in three 3-year phases: (1) collecting baseline data on the normative development of 3,000 preschoolers; (2) providing center-based intervention focusing on English language skills; and (3) developing a closer home-school-society relationship. This project provided the first comprehensive data on social and cognitive development of Singapore children, provided intensive training programs for practitioners in approximately 40 preschools, and developed effective parent and community involvement strategies. The Malaysian study investigated the development of over 3,000 preschoolers from various sections of Malaysian society. Findings indicated that urban advantaged children were more advanced in physical, cognitive, language, and socio-emotional development than were children from other groups. Estate children were the least advanced and rural children and urban disadvantaged did not differ from each other. Changes in child-rearing practices and preschool education were recommended to alleviate some of the differences among the groups. (KDFB)

ED 400 094 PS 024 627

Cameron, Catherine Ann; Wigmore, Barbara A.
Bringing Bart Simpson to School.
PUB DATE- Aug 96
NOTE- 9p.; Paper presented at the International Congress of

the infant-mother attachment relationship. A longitudinal investigation of 135 first-born children in a low-risk sample was conducted to discern the contribution of child care experience and security of infant-mother attachment on child social competence at age 2.5 years. Detailed descriptions of the families' use of parental and nonparental care from birth to 2.5 years were obtained through parent interviews at infant-age 4, 12, and 30 months. Security of attachment was assessed in the Strange Situation procedure (M. Ainsworth and others) at 12 months. Children's levels of social interaction with adult carers and profiles of social adaptability with peers were derived from observational measures of peer play and child initiations to adults and peers while at play with a familiar peer group. Results suggested that for a low-risk, representative sample, attachment security and early experience of child care are not predictors of child social adaptability. Social interaction patterns in the play setting were most influenced by setting characteristics, including the quality of care, the presence or absence of the mother, the number of children, and by children's patterns of attendance. Contains 10 references. (Author)

ED 400 112 PS 024 661

Harrison, L. J.; Ungerer, J. A.
Maternal Employment, Infant Child Care and Security of Attachment at Age 12 Months.
PUB DATE- Aug 96
NOTE- 20p.; Paper presented at the International Congress of Psychology (26th, Montreal, Quebec, Canada, August 16-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; Child Development; *Day Care; Day Care Effects; Early Childhood Education; *Employed Women; Family Structure; Foreign Countries; Government Role; Individual Development; Infants; *Mothers; *Parent Child Relationship; Well Being
IDENTIFIERS- Australia; Security of Attachment

This study examined the relationship between varying patterns of maternal employment, the use of child care, and the infant's establishment of a reciprocal, responsive relationship with the mother. Parental and non-parental caregivers were located within a family system to examine attachment theory within an ecological framework. The subjects were 147 Australian mothers, selected while pregnant with their first child, and interviewed about work and child care arrangements when the infants were 4 and 12 months of age to document the type, amount, and duration of parental and shared care experienced by each child in the first year of life. The results indicated that secure attachment was more likely to occur when mothers' employment and children's attendance at child care exceeded 10 hours per week. Maternal satisfaction with day care arrangements and maternal beliefs about the effects of employment on their child's well being are factors which are likely to moderate the impact of infant day care on the developing attachment relationship. (Contains 17 references.) (MOK)

ED 400 113 PS 024 662

Mundorf, Nancy K.
Toddler Distress at Separation.
PUB DATE- Apr 96
NOTE- 57p.; Paper presented at the Association for Childhood

Programs; Fellowships; Graduate Study; Grants; Higher Education; Information Sources; Minority Groups; *Paying for College; Scholarships; Secondary Education; State Programs; *Student Financial Aid; Student Loan Programs; Tribally Controlled Education

IDENTIFIERS- Native Americans

This directory compiles information on college financial aid for American Indian and Alaska Native students. Information is provided on approximately 175 programs exclusively for American Indian and Alaska Native students, including private scholarships and fellowships, school-specific programs and scholarships, state financial aid, tribal funding, and summer programs. Entries include contact information, scholarship amount, application deadline, and eligibility requirements. This directory also lists tribal colleges and universities; programs and financial aid for minorities; scholarships and fellowships for American Indians and other minority group students who wish to study psychology and related fields; federal financial aid programs including Pell Grants, Perkins Loans, Federal-Work Study, Supplemental Education Opportunity Grants, Stafford Loans, and Parent Loans for Undergraduate Students; and publications and other resources related to college financial aid. Includes an index. (LP)

ED 400 131 RC 020 718

Bradshaw, Robin

A Descriptive Analysis of Diagnostic Services for Special Needs Students in Agro-Manitoba. Rural Education Research Series No. 1.

SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg.

PUB DATE- 93

NOTE- 50p.; Based on the author's Master's thesis.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Consultation Programs; Delivery Systems; *Educational Diagnosis; Educational Practices; Elementary Secondary Education; Foreign Countries; *Human Services; Reading Diagnosis; *Referral; *Rural Education; Rural Schools; *School Surveys; Shared Resources and Services; Small Schools; *Special Education; State Agencies

IDENTIFIERS- Access to Services; *Manitoba

With widespread implementation of mainstreaming in Manitoba, regular classroom teachers need diagnostic information to plan modified programs for special needs students. This report describes the demand for and availability of diagnostic services for special needs students in Agro-Manitoba, which comprises 34 rural school divisions in the province's agricultural area. A literature review examines use of formal versus informal assessment, stages in the referral process, and recent developments in reading diagnosis. A survey was developed and mailed to all special education administrators in Agro-Manitoba. Responses were received from 26 of the 34 school divisions. The survey covered the availability of various clinical services, consultant services, and community services that provide diagnostic information; sharing of services with other school divisions; new programs or practices to improve services; the location of services; details of the referral process; types of problems referred to the province's Diagnostic Support Centre (DSC), DSC services to districts, and related costs; and suggested changes. Interviews were also carried out at the DSC and at the Child Care and Development compared to other countries, and the use of imprisonment as a reflection of cultural attitudes; (2) point out that a minority of prisoners are committers of violent offenses, and that prisoners are disproportionately from the most disadvantaged groups in society; (3) discuss demographics of Aboriginal offenders; (4) discuss the three factors of marginalization, alienation, and dysfunctional family life that lead to Aboriginal overrepresentation among prisoners; (5) explore what works in correctional programming, the history of Aboriginal programming, and critical questions about cultural programming; (6) report correctional personnel and inmate survey results indicating agreement on need for more educational and vocational programs, use of Aboriginal program people, and lack of community support programs for parolees; (7) discuss the need for positive change in the communities to which offenders return; (8) point out the need to educate the public about reducing the reliance on imprisonment and about using other methods to respond to offenders; and (9) present seven steps to reduce the overrepresentation of Aboriginal people in correctional institutions. Appendices present methodology, data tables, and survey questionnaires. Contains 174 references. (TD)

ED 400 148   RC 020 744

Din, Feng S.
A Field Test of A Full Inclusion Project.
PUB DATE- Mar 96
NOTE- 26p.; Presented at the Center for the Study of Small/Rural Schools Creating the Quality School Conference (Oklahoma City, OK, March 28-30, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; Classroom Techniques; Disabilities; *Inclusive Schools; Junior High Schools; *Learning Disabilities; Mainstreaming; Middle Schools; *Program Effectiveness; Program Evaluation; Regular and Special Education Relationship; *Rural Schools; *Special Education
IDENTIFIERS- Kentucky (East)

An experimental project was implemented to test the effectiveness of full inclusion of students with learning and behavioral disorders at a rural middle school within the Appalachian region of Kentucky. Thirteen students with behavioral disorders or learning disabilities were placed in four regular classrooms for 3 months. Five teachers participated in the project and received training prior to the project. Adapted curriculum and instructional procedures, and classroom behavior management strategies were applied. Routine collaborative activities were organized during the process. It was found that students with behavioral disorders or severe learning disabilities could not benefit academically and behaviorally from the full inclusion service provided in the project, and the learning of students without disabilities was affected because instructional plans could not be accomplished. However, full inclusion appears to be appropriate for students with mild learning disabilities. This study addresses a basic issue: the necessity for schools to provide quality educational services to students with and without disabilities in inclusion practice. Contains 39 references. (Author/TD)

ED 400 149   RC 020 745

Franke, Richard W.; Chasin, Barbara H.

are instituting recycling programs. This book is designed with an interdisciplinary approach for middle school students learning science and social studies. Language and math skills are also incorporated into many of the activities. The activities are designed to work in both traditional and non-traditional school settings. For example, in their study of trash disposal, students examine the scientific background of trash in order to better understand the social issues. The initial activities in the book give a general sense of the scope of today's trash disposal problem. Students learn about the amount of trash that is created and the methods by which it is disposed. Science activities include experiments in which disposal methods are tried in the classroom. Activities related to social studies include role-playing, readings, and discussions about the controversies concerning various methods of disposal and the use of resources. Later activities focus on hazardous waste, its disposal, and environmental safety. Each activity begins with a statement of its objective, the time required, vocabulary used, materials needed, and the activity procedure. (AIM)

ED 400 166　　　　SE 057 321

Wonderful Wetlands: An Environmental Education Curriculum Guide for Wetlands.
PUB DATE- 95
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - *Teaching Guides (For Teacher) (052)*
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; *Environmental Education; Plants (Botany); Science Activities; Soil Science; Water; *Wetlands

This curriculum guide was designed to give teachers, students, and society a better understanding of wetlands in the hope that they learn why wetlands should be valued and preserved. It explores what is meant by wetlands, functions and values of wetlands, wetland activities, and wetland offerings which benefit animal and plant life, recreation, the environment, and humans. Sections include: (1) What is a Wetland?; (2) How Wet is a Wetland? The Importance of Water; (3) The Power of Wetland Plants; (4) What's the Muck on Wetland Soils?; (5) Why are Wetlands Important?; (6) Come For Just a Visit--Or Stay for a Lifetime; (7) Get To Know Your Wetland; and (8) Wrapping it Up. Includes a glossary and an index. (JRH)

ED 400 167　　　　SE 058 457

Wilson, Linda Dager
Documenting Observations of Students in Mathematics: A Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Apr 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Case Studies; *Classroom Observation Techniques; Educational Research; *Grading; Informal Assessment; Institutional Cooperation; Intermediate Grades; Junior High Schools; *Mathematics Instruction; Participant Observation; Portfolio Assessment; *Student Evaluation

This paper is the report of a year-long study of a mathematics

IDENTIFIERS- *Massachusetts; *Project WILD

Project WILD is the first large-scale curriculum supplement focusing on wildlife concepts and integrated with many areas of the general school curriculum. It features decision-making processes and explores a diversity of attitudes toward wildlife. The goal of Project WILD is to prepare young people to make decisions affecting people and wildlife and their shared home, the earth. Project WILD addresses the need for human beings to develop as responsible members of ecosystems. This resource guide is written for grades 3-8, but can be adjusted to any grade level. It provides background information and a selection of activities to help develop a unit on endangered species in Massachusetts; however, the activities are such that they can be applied to any region of the United States. Major concepts include the following: all living things are interconnected; animals and plants have basic needs of food, water, shelter, and living space for reproduction; animals and plants are vulnerable to extinction if their habitat is destroyed; some animals and plants that were almost extinct have made a recovery; humans can make a difference; and the diversity of plants and animals on the earth is essential to the quality of life for humans. Appendixes include a history of the endangered species law; a list of teacher resources and resources to enhance and support the study of endangered species; and a list of Massachusetts endangered, threatened, and special concern species. (AIM)

ED 400 190 SE 059 067

Mitchell, John; And Others
The Curious Naturalist: A Handbook of Crafts, Games, Activities, and Ideas for Teaching Children about the Magical World of Nature. Second Edition.
PUB DATE- 96
NOTE- 171p.; Illustrated by Gordon Morrison.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Educational Games; *Educational Resources; Elementary Education; Environmental Education; Habitats; Handicrafts; *Natural Sciences; Plant Identification; *Science Activities; Stars; Wilderness; Wildlife
IDENTIFIERS- *Nature Study

This handbook offers crafts, games, activities, and ideas for teaching the novice naturalist. Equally usable by both children and adults, the handbook can be used as a simple field guide to help identify and understand the night sky, woodland plants and wildflowers, birds, and animals. The guide categorizes activities and information by the seasonal cycles during which they are most likely to occur. The purpose of the book is to give the individual a sense of the complexities and richness of the outdoors. It is intended to pique curiosity and urge further exploration of natural subjects while presenting information in an old-fashioned, home-grown knowledge style. The entire handbook is hand-lettered and illustrated with line drawings. (AIM)

ED 400 191 SE 059 073

Kaiser, Bonnie
Teachers, Research, and Reform: Improving Teaching and Learning in High School Science Courses.
PUB DATE- 28 Dec 96

Food"; (11) "Selected References Relevant to European and Native American Contact"; (12) "Introductory Bibliography on North American Indians"; (13) "Selected Photographs Illustrating North American Indian Life From the National Anthropological Archives"; (14) Selected Portraits of Prominent North American Indians"; (15) "American Indian Languages"; (16) "North American Indians: Bibliographies, Films, Curriculum Units, and Other Teaching Materials"; (17) "Native American Questions and Answers"; (18) "Origin of the American Indians"; and (19) "Erasing Native American Stereotypes." A teaching activity also is included, with instructions for a class on "North American Myths and Legends." (DQE)

ED 400 213 SO 026 265

Egypt: Selected Readings, Egyptian Mummies, and the Egyptian Pyramid.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; Area Studies; Foreign Countries; Global Education; Interdisciplinary Approach; *Language Arts; Religion; Resource Materials; Social Studies; *Visual Arts
IDENTIFIERS- *Egypt; *Hieroglyphics; Pyramids

This resource packet presents information and resources on ancient Egypt. The bibliography includes readings divided into five sections: (1) "General Information" (46 items); (2) "Religion" (8 items); (3) "Art" (8 items); (4) "Hieroglyphics" (6 items); and (5) selections "For Young Readers" (11 items). The packet also includes readings on "Egyptian Mummies" and "The Egyptian Pyramid." (DQE)

ED 400 214 SO 026 267

Noddings, Nel; Witherell, Carol
Moral Development/Moral Education Bibliography.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Codes of Ethics; Ethical Instruction; *Ethics; Integrity; *Moral Development; *Moral Issues; *Moral Values; Social Values; Values

This 72-item bibliography presents an overview of publications related to moral development. The listing includes books and articles related to individual moral character development and how schools are involved in the development process. (EH)

ED 400 215 SO 026 319

Ruthsdotter, Mary
Las Mujeres: Mexican American/Chicana Women. Photographs and Biographies of Seventeen Women from the Spanish Colonial Period to the Present. Revised Edition.
PUB DATE- 95
NOTE- 45p.; Spanish text prepared by Martha Oberti.

Professional Fulfillment Scale was elaborated in order to assess the expectancies and valences attached to these professional goals. The results give support to the construct validation of this scale concerning the distinction between the expectancy and the valence constructs. Some theoretical and practical implications are discussed, and some topics for future research are presented. (Contains 36 references.) (Author/ND)

ED 400 235   SP 036 942

Jesus, Saul Neves de; Abreu, Manuel Viegas
Study of Teachers' Motivation To Motivate Students by the Theory of Planned Behavior.
PUB DATE- Jul 94
NOTE- 13p.; Paper presented at the International Congress of Applied Psychology (23rd, Madrid, Spain, July 17-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Motivation Techniques; Preservice Teacher Education; *Student Motivation; Student Teachers; *Teacher Behavior; *Teacher Influence; *Teacher Motivation; Teachers; *Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Portugal

This research goes with a new tendency in the field of educational psychology--the study not only of students' motivation but also of teachers' motivation. However, the studies of teacher motivation had been only to acknowledge the factors to motivate teachers, without the analysis of motivation as a process that contains several cognitive variables. This research analyzed teacher's motivation to motivate students using the Ajzen's Theory of Planned Behavior (1985). This is one of the most thorough theories of human motivation because it integrates variables from several other contemporary theories. By this theory, behavior is predicted, taking into account the personal attitudes, intentions, perceived control, and subjective norm concerning this behavior. These variables are assessed by a 7-point likert type scale. Factorial analysis resulted in four factors, each one corresponding to the group of items that assess one of the variables. The results obtained with a sample of teachers and preservice teachers (n=143) showed that, in general, the relationships between these motivational variables are as expected by the theory, predicting behavioral expectations in what concerns personal implication in classroom tasks. (Contains 20 references.) (Author/ND)

ED 400 236   SP 036 944

Science and Mathematics Teacher Preparation within the Alliances for Minority Participation Program: A Feasibility Study.
PUB DATE- Jan 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Black Teachers; College School Cooperation; Elementary Secondary Education; Higher Education; Hispanic Americans; *Mathematics Teachers; *Minority Group Teachers; *Partnerships in Education; Preservice Teacher Education; *Science Teachers

Western Educational Research Association (Chicago, IL, October 5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Correlation; Educational Change; Elementary Secondary Education; *Job Satisfaction; Public Schools; Public School Teachers; School Restructuring; *Teacher Attitudes; *Teacher Empowerment; *Teaching Conditions
IDENTIFIERS- Ohio; Venture Capital Schools OH

The assumption that as teacher empowerment increases in restructuring schools teacher job satisfaction will increase was explored in a study using a large sample of classroom teachers working in schools initiating self-designed restructuring efforts. Study participants were 10,544 classroom teachers working in 307 Venture Capital Schools funded to implement restructuring by the state legislature in Ohio. Six dimensions of teacher empowerment were measured: decision-making, professional growth, status, self-efficacy, autonomy, and impact. Teacher job satisfaction measured teachers' satisfaction with salary, opportunities for advancement, degree of challenge of the job, autonomy, general working conditions, interaction with colleagues, and interaction with students. Analysis of the data revealed room for growth in both empowerment and job satisfaction. A high positive linear correlation was found between teacher empowerment and teacher job satisfaction; the common variance was 49 percent. Although a high correlation between the two constructs was found in this study, at least half of the variance in teacher job satisfaction was not explained by teacher empowerment. Results of the study suggested that in depth, within school, qualitative studies of teachers' dissatisfaction with overall working conditions may be the best place for Venture Capital School planning teams to focus their restructuring efforts. Contains 31 references. (ND)

ED 400 255 SP 036 985

Bradshaw, Lynn K.
Alternative Teacher Performance Appraisal in North Carolina: Developing Guidelines.
PUB DATE- Jan 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Innovation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Guidelines; Public School Teachers; State Standards; Teacher Administrator Relationship; *Teacher Evaluation
IDENTIFIERS- *North Carolina; Teaching Performance Tests

The purpose of this document is to assist members of the North Carolina Professional Practices Commission in the development of guidelines for teacher evaluation. The paper reviews the historical development of teacher performance appraisal and the implementation of the Teacher Performance Appraisal Instrument (TPAI) starting in the mid-1980s. Although implementation of TPAI brought a number of positive changes to the way teacher performance was evaluated and to the interaction among evaluation report to a local school corporation. Benefits and challenges were noted by both the instructor and students. The students benefited through increased communication and collaborative skills, increased awareness of the complexities and complications of real-world research, involvement in all aspects of the research process, and the opportunity to follow the research through to its completion. Their research mentor benefited through observation of the increasing sophistication of his students' research skills, the establishment of a working relationship with the school corporation, and the opportunities for joint presentations and publications with his students. Logistical challenges noted by both mentor and apprentices related to the size of the research group, the amount of data collected, and the need to coordinate researchers' and public school schedules. Suggestions are given for those interested in implementing a similar approach with their students. (Contains 1 table, 1 figure, and 18 references.) (Author)

ED 400 273   TM 025 461

Reardon, Sean F.
Eighth Grade Minimum Competency Testing and Early High School Dropout Patterns.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 8 Apr 96
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Youth; *Dropout Rate; Dropout Research; Dropouts; Equal Education; *Grade 8; Junior High Schools; Low Income Groups; *Minimum Competency Testing; *Minority Groups; *Socioeconomic Status; Urban Schools
IDENTIFIERS- *National Education Longitudinal Study 1988

Data from the National Education Longitudinal Survey (NELS) are used to examine the relationship between minimum competency testing and dropout rates. Proponents of such testing have argued that minimum competency tests provide incentives for schools and students, but opponents have argued that such tests lead to a low-level basic skills curriculum and increase dropout rates by discouraging low-scoring students from continuing in school. The focus is on eighth-grade testing, specifically tests that students must pass to be promoted to the ninth grade. Students in urban schools and in schools with high concentrations of low-income and minority students are more likely to face minimum competency test requirements. Longitudinal data from the 1988 and 1990 NELS show that in schools with high concentrations of low socioeconomic status students, minimum competency requirements are linked to sharply higher dropout rates. Once socioeconomic composition is taken into account, schools with below average student grades, low attendance rates, and high concentrations of minority students and students who are above age for their grade display no further systematic relationship between minimum competency testing policies and dropout rates. More detailed analysis for students surveyed in 1988 and 1990, in a final sample of 720 schools, confirms the relationship of minimum competency testing and dropping out for low and moderately low socioeconomic status schools, although they do not give clear evidence of causality. (Contains 6 tables, 4 figures, and 17

Research on the effectiveness of specific strategies for faculty and instructional development at the college level is reviewedd, focusing on five delivery strategies: (1) workshops; (2) instructional consultation; (3) grants for instructional improvement; (4) colleague collaboration; and (5) print resources. In each case, the strategy is described, its effectiveness in improving instruction is assessed, and some specific issues and considerations are briefly discussed. It is concluded that while there is not adequate research on outcomes of any of the five intervention types, there are some indications of the probable effectiveness of each. Results suggest that instructional consultation is very effective, workshops somewhat effective, and the remaining strategies may be effective but lack adequate research. It is suggested that faculty and administrators can help change this situation by examining campus use of and assumptions about traditional instructional development activities, funding evaluations of instructional development interventions, requesting assistance of faculty development offices, rewarding faculty for participation in instructional development programs, publishing success stories, and pioneering innovative interventions. (Contains 13 references.) (MSE)

ED 399 832 HE 029 417

King, Francis P.
Pension Design in the Post-Mandatory Retirement Era.
PUB DATE- May 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Age; *Age Discrimination; *Aging in Academia; *College Faculty; Federal Legislation; Fringe Benefits; Health Insurance; Higher Education; Incentives; Mandatory Retirement; Older Adults; Program Design; *Retirement Benefits; Teacher Persistence; *Teacher Retirement; Tenure
IDENTIFIERS- Age Discrimination in Employment Act Amend 1986; National Research Council

Until the beginning of 1994, federal law permitted mandatory retirement of tenured faculty at age 70. The Committee on Mandatory Retirement in Higher Education, formed by the National Research Council, was charged by Congress to examine potential effects on colleges, universities, and faculty members of ending the exemption for tenured faculty under the Age Discrimination in Employment Act. The committee concluded that at most colleges, few faculty would work beyond age 70 but that a proportion at research institutions would continue, and that pension design could help institutions cope with this situation. The committee strongly recommended that institutions consider re-designing pension plans, institute a range of income replacement ratios and benefits related to service, and address the issues of benefit portability and normal retirement age. The committee stressed the importance of maintaining the purchasing power of retirement income, possible through a variety of annuity payment methods such as graded payment and variable annuity accounts. In response to administrator concerns about rising costs, placing limits on benefits was proposed. Voluntary retirement incentives that reduce overstaffing, control costs, and offer flexibility for partial or phased retirement were suggested. The role of health insurance availability and cost in retirement decisions was also considered, and institutional assistance to faculty in lack of state policy. This report recommends that a new compact between the state, the colleges and universities, and the students and their families. California policymakers and citizens are urged to: (1) create a public compact of shared responsibility to maintain opportunity and quality in higher education; (2) expand the use of existing campuses and facilities; (3) utilize the capacity of California's independent colleges and universities through student financial aid programs, rather than building more public institutions; (4) increase student fees modestly to contribute to the support of additional undergraduate students; (5) eliminate mediocre quality and low priority programs and reallocate resources to those of highest quality and priority; (6) accelerate student learning before and during college; (7) establish an incentive fund to encourage cost-effective use of electronic technology for instruction; (8) base college admissions on assessment of achievement; (9) assess student learning; (10) assess the knowledge and teaching skills of new teachers; and (11) deregulate colleges and universities. A supplement explains specific strategies for each recommendation and describes shared responsibility approaches taken at other institutions. (Contains 18 references.) (JLS)

ED 399 853   HE 029 485

Zumeta, William
State Student Aid Policies and Independent Higher Education: Their Potential Relevance for California. Report 96-5.
PUB DATE- Aug 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Educational Demand; *Educational Supply; Enrollment Projections; Financial Needs; Financial Policy; Higher Education; Long Range Planning; Paying for College; *Private Colleges; Private Sector; Public Sector; *State Aid; *Student Financial Aid
IDENTIFIERS- Arizona; *California; Florida; Virginia; Washington

This paper provides recent information concerning policies in other states relevant to California's efforts to direct undergraduate students toward in-state private colleges and universities or out-of-state institutions, thus relieving the enrollment burden on the state's publicly supported institutions. The primary database for the analysis is a data file compiled in 1995 on 60 programs in 28 states that provide financial assistance to private colleges and universities or their students. Half the states have one or more programs that provide state funds directly to independent colleges and universities. Programs in Washington, Virginia, Florida, and Arizona for upper division students are highlighted and the provision of just over $1 billion in need-based state grant aid to undergraduates attending private institutions within their home states in 1994-95 is noted. The 500,000 additional qualified undergraduates predicted by the year 2005, combined with severely constrained financial resources, suggests the need for California to better utilize the 100 plus independent institutions in the state. A program of need-based grants to California undergraduates attending independent institutions in addition to the Cal Grant program which currently provides grants to students in both public and private institutions is suggested. (JLS)

PUB DATE- 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Certification; College Admission; College Credits; College Curriculum; Curriculum Design; *Degrees (Academic); Educational History; Elementary Secondary Education; Foreign Countries; Foreign Students; Grading; Higher Education; Institutional Characteristics; Intellectual Disciplines; International Educational Exchange; Professional Education; Records (Forms); *Student Placement; Student Records; *Transfer Students
IDENTIFIERS- *Bulgaria

The report presented here, the result of a workshop in Bulgaria with the cooperation of Bulgarian educators, provides information on the educational system of that country, primarily for use in student placement in U.S. schools. A brief introductory chapter gives background information on the country, its geography, resources, population, and history. The second chapter outlines the country's educational history, with emphasis on changes since 1990. Chapter 3 describes preschool and elementary, and in more detail, secondary education. Chapter 4, on higher education, provides some recent history and information on administration, financing, faculty, institution types, admission, academic year, credentials awarded, examinations, grading, credits, transfer, student records, foreign students, and adult and continuing education. A chapter is devoted to specialized and professional curricula in a number of disciplines. Guidelines for United States college admissions officers concerning placement and recognition of credentials are offered in Chapter 6. Appended materials include a list of higher education institutions, sample record forms and documents, notes on the National Council on the Evaluation of Foreign Educational Credentials, a Bulgarian-English glossary, key to Cyrillic transliteration, and a brief bibliography. (Contains 14 references). Contents are indexed. (MSE)

ED 399 872 HE 029 507

Zanotti, Kathleen T.; Dickey, Karlene N.
Sweden: A Study of the Educational System of Sweden and Guide to the Academic Placement of Students in Educational Institutions in the United States. Country Report. PIER World Education Series.
PUB DATE- 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Adult Education; Certification; College Admission; College Credits; College Curriculum; Curriculum Design; *Degrees (Academic); *Elementary Secondary Education; Foreign Countries; Foreign Students; Higher Education; Institutional Characteristics; Intellectual

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Allegory; Case Studies; Court Litigation; Fables; Higher Education; Humor; *Lawyers; Role Perception

This paper offers a humorous parable showing the trials and problems facing a chief lawyer for an institution of higher education. The lawyer, who happens to be a pit bull, faces such issues as deciding whether to take this new position at the university, his orientation to the university setting, his experience dealing with the workload and lack of staff, his experiences at university events and functions, conflicts with administration, and his relationship with his "wizard" mentor. Extensive footnotes cite popular literature and are intended to add to the paper's pedantic (and entertaining) tone. (DB)

ED 399 891 HE 029 527

Zaccarelli, Herman E.
Training Managers To Train. A Practical Guide To Improve Employee Performance. Staff Training and Development Series.
PUB DATE- 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; Consultants; *Educational Objectives; Faculty Development; Higher Education; *Job Performance; Libraries; *On the Job Training; Professional Associations; Program Implementation; Self Evaluation (Individuals); *Staff Development; Staff Orientation; Testing; *Training Objectives; Universities; Visual Aids; Workbooks

This guide, in a workbook format, presents information on how a manager at an institution of higher education can plan, present, and follow up on training programs designed to yield competent employees. Stressed throughout are the four steps of training: (1) defining the job (position analysis); (2) planning the training; (3) presenting the training; and (4) evaluating the training. Other topics covered include determining program objectives, selecting qualified trainers, designing an orientation checklist, the reasons why training is important, the value of training to managers, and employee benefits from training. Many worksheets allow the trainee to actively evaluate him/herself, identify objectives, and develop programs. (Contains a list of 10 suggested resources.) (DB)

ED 399 892 HE 029 528

Maddux, Robert B.
Effective Performance Appraisals for Quality Student Service. Staff Training and Development Series.
PUB DATE- 87
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Colleges; *Evaluation Methods; Higher

Comparative Analysis; Departments; Educational Trends; Employment Patterns; Higher Education; Intellectual Disciplines; *National Surveys; *Public Colleges; Tables (Data); *Teacher Salaries; Universities
IDENTIFIERS- *National Faculty Salary Survey

This volume presents data from the 15th annual survey of faculty salaries by discipline and rank in the nation's public colleges and universities. Three hundred and twenty nine institutions participated in the survey. Data are presented by 55 disciplines and major fields and for both institutions with and without collective bargaining. The overall average salary for all ranks was $48,532, an increase of 2.83 percent over the previous year. The average salary for all professors, comprising 35.2 percent of faculty, was $60,587; for associate professors, comprising 30.0 percent of faculty, was $58,346; for assistant professors, comprising 28.2 percent of faculty, was $39,148; and for instructors, comprising 6.6 percent of faculty, was $29,117. The top five discipline/major fields for faculty salary were: engineering ($60,640), accounting ($59,539), marketing ($59,416), business management and administrative services ($58,370), and social sciences and history/economics ($56,587). The disciplines with the highest percentages of faculty at the professor rank were physical sciences/physics (50.9 percent), physical sciences/geology (48.3 percent); physical sciences/chemistry (47.9 percent); agricultural business and production (46.9 percent); and physical sciences (46.1 percent). Appendices list participating institutions and describe a data product service that provides special sets of data to institutions for salary comparison analysis. (JLS)

ED 399 911 HE 029 547

Cross, K. Patricia; Steadman, Mimi Harris
Classroom Research: Implementing the Scholarship of Teaching. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 96
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Change Strategies; Classroom Observation Techniques; *Classroom Research; *College Faculty; *College Instruction; Course Evaluation; Educational Quality; *Faculty Development; Higher Education; *Instructional Improvement; Intellectual Development; Learning Strategies; Metacognition; Research Design; Research Methodology; Self Esteem; *Student Attitudes; Student Development; Student Educational Objectives; Student Evaluation of Teacher Performance; Student Motivation; Teacher Role; Teacher Student Relationship

The centerpiece of this book are four cases which illustrate classroom research in the context of various learning issues in college classrooms. The cases are intended for discussion by readers of: (1) how the students in the hypothesized situation perceive what is going on; (2) possible hypotheses about what is interfering with student learning; (3) possible information available from research on learning; (4) and sources of more information about the relevant learning issues. Chapter 1 provides an introduction to classroom research in the context of four approaches to instructional improvement: the assessment provide program rundowns, suggestions for class activities and discussion, student handouts, and lists of related news terms. Topics covered include: the Iraqi ground force attack on the Kurd faction in Arbil; the U.S. launch of missiles against Iraq; Iraq challenge of the expanded no-fly zone; and Hurricane Fran causes power outages and flooding across North Carolina (September 3-6); U.S. east coast residents begin cleanup after Hurricane Fran; President Clinton urges Israeli Prime Minister Netanyahu and Syrian President Hafez Assad to restart Mideast peace talks; the United Nations General Assembly approves a nuclear test ban treaty; United States sends more warplanes to Iraq; Hurricane Hortense strengthens; Olympic Park bombing investigation update; and the United States deploys more fighter planes and a second aircraft carrier to the Persian Gulf (September 9-13); U.S.-Iraq policy; Bosnians hold elections for new government; Space shuttle Atlantis encounters problems after lift-off; Commission on Presidential Debates refuses to allow Reform Party candidate Ross Perot to participate in debates; U.S. troops head to Kuwait; Atlantis and MIR dock and Shannon Lucid begins journey home; and Internet privacy (September 15-20); President Clinton and Bob Dole prepare for debates while Ross Perot prepares for a lawsuit and media campaign; Boris Yeltsin's medical condition; violence in Pakistan; nuclear test ban treaty does not necessarily mean the end of nuclear weapons; violence on the West Bank between Israelis and Palestinians; Mideast peace process continues to unravel; and Shannon Lucid returns home (September 23-27); and President Clinton invites Mideast leaders to peace summit (September 30). (SWC)

ED 399 930   IR 056 045

Hannesdottir, Sigrun Klara, Ed.; And Others
Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993).
PUB DATE- 93
NOTE- 88p.; For individual papers, see IR 056 046-057. Conference held concurrently with 13th Biennial Conference of the Australian School Library Association.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Childrens Literature; *Conference Proceedings; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Information Technology; Learning Resources Centers; *Librarians; Library Development; Library Education; *Library Role; Partnerships in Education; Public Libraries; *School Libraries; User Needs (Information)
IDENTIFIERS- International Association of School Librarianship; Teacher Librarians

The themes of the 22nd Annual International Association of School Librarianship conference were: "Building a Picture of Society in the Year 2000"; "Literature--Themes of the '90s Towards the Future"; "Education--Partnerships To Develop Life-Long Learners"; and "Technology into the 21st Century." The following papers were selected for publication by the editorial committee: (1) "Australia's Contribution to International School Librarianship" (Joe Hallein; and others); (2) "The Financial Value of the Teacher Librarian" (Fay Nicholson); (3) "Towards Achieving a Critical Thinking Society in Malaysia: A Challenge to School Libraries and Educational Systems" (Raja Abdullah Yaacob and Norma Abur Seman); (4) "Across the Curriculum: Across the World" (Blanche Woolls); (5) "Violence

Boyd, Suzette
Libraries Alive: Promoting Libraries and Literature--Practical Applications for the Teacher-Librarian.
PUB DATE- Feb 95
NOTE- 6p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; Elementary Secondary Education; Foreign Countries; Librarian Attitudes; *Librarian Teacher Cooperation; *Literature Appreciation; Reading Habits; *Reading Interests; Reading Material Selection; Recreational Reading; *School Libraries; Teacher Attitudes
IDENTIFIERS- Australia (Melbourne); *Teacher Librarians

Enthusiasm for and a commitment to literature are the essential tools needed to successfully promote the enriching, challenging, and thought-provoking world of books. This paper focuses on the promotion of literature inside the classroom, inside the library, and in the wider community. Programs at Methodist Ladies' College (Australia), a boarding and day school for grades kindergarten to year 13, include (1) student literature clubs; (2) staff book clubs; (3) "Literature for Life," an elective course that teaches year 9 and year 10 students about the world of literature and books and develops them as readers, rather than focusing on a set text and reader response; (4) "Reading for Pleasure" classes, seminars in which the teacher-librarian introduces 10-15 new high-interest titles, giving a brief review of each, and then allowing students to select and borrow the book they want to read; (5) involvement of the teacher-librarian with the English curriculum through specialized literature-related program topics such as book of the year, illustration, publishing, folk tales, and author study; and (6) activities conducted by the Methodist Ladies' College library for the students, school community, parents, and wider community. (SWC)

ED 399 948 IR 056 064

Olen, Sandra
A Transformation in Teacher Education: or How Can Disadvantaged Teachers Become Information Literate?
PUB DATE- Feb 95
NOTE- 7p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Literacy; Information Skills; Library Skills; Process Education; *Teacher Education; Teaching Methods; *User Needs (Information)
IDENTIFIERS- Interactive Teaching; *South Africa

In a developing country such as South Africa, many teachers enter initial teacher education with little or no experience of

PUB DATE- 17 May 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Mediated Communication; Computer Networks; *Computer Software; *Database Management Systems; *Databases; *Electronic Libraries; Higher Education; Internet; *Online Searching
IDENTIFIERS- Access Control; *Client Server Computing Systems; Creighton University NE; *Silverplatter Information Inc; Wide Area Networks

Silverplatter's Electronic Reference Library (ERL) provides wide area network access to its databases using TCP/IP communications and client-server architecture. ERL has two main components: The ERL clients (retrieval interface) and the ERL server (search engines). ERL clients provide patrons with seamless access to multiple databases on multiple workstations and across the Internet. The ERL client is able to communicate with up to four ERL servers simultaneously. Creighton Health Sciences Library (Omaha, Nebraska) accesses databases from two ERL servers: The Health Sciences Library ERL server located on site and a Silverplatter ERL server located in Boston. In addition to processing information requests, the ERL software has user account administration and database management programs. ERL ADMIN is a user-friendly DOS program that enables administrators to add, delete, or change user accounts and to calculate usage statistics. The Database Server is a UNIX program which enables the administrator to install, mount, delete, or update databases. The ERL provides librarians and patrons with access to many more databases and advanced searching capabilities than its stand-alone CD-ROM counterpart. A glossary and a list of ERL components and benefits are appended. (AEF)

ED 399 968 IR 056 111

Fagan, Michele
Archivists in Cyberspace.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Nebraska Library Association (NLA) College and University Section Meeting (Seward, NE, May 17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; *Archives; Computer Networks; Higher Education; *Library Collections; Library Role; *Library Services; Media Specialists; Online Searching; Universities; *World Wide Web
IDENTIFIERS- Digital Data; *Home Pages; *Special Collections (Library)

The emerging technology of the World Wide Web is a natural source of acquisitions for archivists. This paper discusses two areas of digital communications: a university archivist's role in the support and management of the University of Nebraska-Lincoln (UNL) home page, and the uses other archives and special collection departments at selected universities have made of home pages. Being a university archivist often entails acting as a central contact for university-related groups wanting to link a web page to the UNL home page. One of the main problems in working with providers who maintain their own home pages is collaboration with business; (5) institutional support for the program related to facilities, financial support, and professional development opportunities; and (6) program evaluation and student follow-up. Attachments include a student handout on assessment test scores; data on student demographics; sample counseling program forms; an agreement for joint training between RTC and Lighthouse for the Blind, Inc.; lists of customized job training courses offered by RTC; sample program announcements; a description of student personnel services at RTC; questionnaires and data from student evaluations of RTC and the program; an itemized budget for 1993-94; an organizational chart; and a campus guide. (AJL)

ED 399 986 JC 960 577

Cowan, Linda
Community Connections Workplace Applications Handbook, 1995-96. A Business & Education Partnership Project.
PUB DATE- 96
NOTE- 316p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Classroom Techniques; *Cooperative Programs; *Curriculum Development; *Education Work Relationship; *Lesson Plans; Postsecondary Education; Relevance (Education); School Business Relationship; Secondary Education; Teacher Developed Materials; *Tech Prep

This handbook describes the Community Connections '95 project, undertaken by members of Washington state's Whatcom County Tech Prep Consortium to help teachers bring workplace relevance to their classrooms, and provides lesson activities developed by the participants. The first part reviews the project, indicating that 53 educators were placed with 50 businesses, spending 1 day at the worksites to discuss and develop lesson activities. This part also provides a list of participants; strategies for using the handbook; sample brochures, handouts, agenda, and evaluation instruments; and comments from business and educator evaluations of the project. The second part presents 43 workplace applications lesson plans developed in the project organized into the following five career pathways: arts and communication, business and marketing, health and human services, technology and industry, and science and natural resources. For each lesson plan, the handbook provides a profile of the business involved; the title, preparing instructor, and suggested grade level of the lesson; a description of the skills applied; the state learning goals covered; the specific goals for student learning; the amount of time needed to complete the lesson; a list of materials needed; an overview of activities and directions for completing them; and suggested assessment methods. (AJL)

ED 399 987 JC 960 578

Eastman, Wayne
Avoiding Faculty Burnout through the Wellness Approach.
PUB DATE- May 96
NOTE- 37p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Toronto, Ontario, Canada, May 26-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

market-driven orientation of proprietary schools and the more diverse goals of community colleges present a formidable barrier to organic convergence, while low graduation and transfer rates of community colleges, a shifting focus in the community college curriculum, and increased public funding for students at proprietary schools indicate a movement towards a forced convergence. (TGI)

ED 400 004 JC 960 601

Illinois Community Colleges Priorities, Quality, and Productivity: Executive Summaries.
PUB DATE- 1 Oct 96
NOTE- 77p.; For related reports, see JC 960 600-602.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Organizational Development; *Organizational Objectives; Program Development; Program Improvement; School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Illinois Community College System

In response to recommendations in the Illinois Board of Higher Education's November 1994 Priorities, Quality, and Productivity report, the 52 community colleges in the state began preparing annual reports of outcomes related to specific college objectives for the year. This report provides executive summaries of the colleges' reports for fiscal year 1996, highlighting accomplishments and changes implemented to meet their goals and objectives. One- to four-page summaries are provided for the following colleges: Belleville Area College, Black Hawk College, the seven City Colleges of Chicago, Danville Area Community College, College of Du Page, Elgin Community College, William Rainey Harper College, Heartland Community College, Highland Community College, Illinois Central College, the four Illinois Eastern Community Colleges, Illinois Valley Community College, John A. Logan College, Joliet Junior College, Kankakee Community College, Kaskaskia College, Kishwaukee College, College of Lake County, Lake Land College, Lewis and Clark Community College, Lincoln Land Community College, McHenry County College, Metropolitan Community College, Moraine Valley Community College, Morton College, Oakton Community College, Parkland College, Prairie State College, Rend Lake College, Richland Community College, Rock Valley College, Carl Sandburg College, Sauk Valley Community College, Shawnee Community College, South Suburban College, Southeastern Illinois College, Spoon River College, Triton College, Waubonsee Community College, and John Wood Community College. (HAA)

ED 400 005 JC 960 602

Priorities Statements of Community Colleges.
PUB DATE- 4 Sep 96
NOTE- 101p.; For a related report, see JC 960 601.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Facilities Planning; Educational Improvement; *Instructional Improvement; Organizational Development; *Organizational

DESCRIPTORS- Career Counseling; Community Colleges; Community Education; Continuing Education; Educational Equipment; Educational Facilities; *Evaluation Criteria; Job Placement; *Professional Education; Program Design; *Program Effectiveness; School Effectiveness; *Self Evaluation (Groups); *State Standards; Two Year Colleges; *Vocational Education

IDENTIFIERS- *New Mexico State University Carlsbad

This report presents results from an April 1995 self-study of academic programs and support services in the vocational-technical and professional studies division at New Mexico State University's two-year branch campus at Carlsbad. College activities and outcomes are described for the following 12 programs and centers: pre-business, the Career Development Center, community service and continuing education, computer science, criminal justice, electronics technology, environmental science and technology, the Learning Assistance Center, paralegal studies, nursing, secretarial administration, and welding technology. For each program or center, the report describes activities at the college which fulfill state standards related to the following: (1) facilities, including size, cleanliness, lighting, and ventilation; (2) equipment, including availability, maintenance, and inventory; (3) instructional materials, including availability, reference materials, and variety; (4) organization and teaching methods, including goals, curricula, and sequential courses; (5) enrollment criteria, including minimum entry standards, achievement tests, and basic/developmental and remedial education; (6) advisory committees, including members, regularly scheduled meetings, and evaluation; and (7) job placement and planning, including the availability of placement data, student follow-ups, and employer satisfaction. (HAA)

ED 400 023 JC 960 626

Cowen, Sonia S.

Vision into Reality: Planning and Budgeting Processes Implemented at NMSU-Carlsbad through the Year 2000.

PUB DATE- Sep 95

NOTE- 152p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrative Organization; *College Planning; Community Colleges; *Institutional Mission; Institutional Role; Intellectual Disciplines; *Long Range Planning; Mission Statements; *Organizational Objectives; Program Budgeting; Total Quality Management; Two Year Colleges

IDENTIFIERS- *New Mexico State University Carlsbad

Prepared for a site visit by the North Central Association (NCA), this report describes the goals and vision of New Mexico State University's two-year branch campus at Carlsbad (NMSU-C) through the year 2000. The first section states the mission, goals, and purposes of NMSU-C, while the second describes six campus-wide initiatives to be completed by the year 2000 and related implementation strategies. The next section provides the vision statements and college planning model for academic affairs, while the fourth section reviews a proposal to organize academic programs into related clusters to allow greater faculty input into decision making and make it easier for students to obtain faculty expertise and sponsorship outside of the classroom. The next four sections describe the resulting four academic program clusters: (1) communication arts, business studies, teaching, and developmental studies in

Intervention; Cross Cultural Studies; *Emotional Abuse; Incidence; *Prevention; Rehabilitation; *Sexual Abuse
IDENTIFIERS- Historical Background

This book is intended to provide an overview of current knowledge about child abuse rather than a focus on one particular professional viewpoint or facet of the problem. Introductory and concluding chapters address the definition of child abuse and neglect, why it occurs, and what happens to abused children. Chapters 3, 4, and 5 explore physical abuse, sexual abuse, emotional abuse, and neglect, looking at the historical awareness of these problems, their incidence and epidemiology, contributing factors, assessment, treatment, and prevention. Case studies of various intervention strategies and research findings from around the world are included. The book also provides a list of journals, books, and organizations that can be used as resources on this topic. Contains approximately 212 references. (WJC)

ED 400 041 PS 024 430

Preschools 1994.
PUB DATE- Dec 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Educational Policy; *Enrollment; Enrollment Influences; *Financial Support; Foreign Countries; Government School Relationship; *Preschool Education; Program Evaluation
IDENTIFIERS- *Australia (Victoria)

A policy of the Victoria (Australia) government is to provide all Victorian children access to 1 year of preschool prior to entry into the formal education system. This paper provides an overview of preschool programs funded by the Department of Health and Community Services (H&CS) during 1994. The first section of the report gives a statistical overview of the 1994 preschool program. This section contains the 1994 funded enrollment figure, that is, the total number of enrollments which attracted funding in February 1994, or later in the year as additional enrollments. These figures represent the official 1994 preschool figures. Also included in this section is information relating to the number of preschool locations which received State Government preschool funding in 1994 as well as other programs for children offered from these locations. The second section provides analyses of the data, collected primarily via the "Preschool Monitoring Form-1994, under the following topics: Enrollments, Koorie Children, Children from a Non-English Speaking Background (NESB), Health Card Holders, Fees, Program Delivery, Staff Hours, Volunteer Contribution, and Support Services. These analyses indicate that participation in preschool programs was very high, with 93.3 percent of eligible 4-year-olds attended preschool. However, only half of eligible Koorie children attending preschool. Children with NESB backgrounds comprised 15.2 percent of 1994 preschool population, concentrated in metropolitan regions. Approximately 30 percent of 1994 enrollments were Health Card holders. There was a trend toward greater flexibility in program delivery in 1994. Overall, it appears that initial fears that preschool programs would have to either close or increase fees to operate under new funding conditions were unfounded, although volunteer hours play a large part in maintaining programs. (WJC)

Education; *Teacher Education; *Teacher Role; Teaching Methods
IDENTIFIERS- Creativity Training Research

The 25 strategies described in this book can be used to develop personal creativity, student creativity, and creativity in colleagues and staff members. The strategies are based on investment theory, a psychological theory of creativity, but any one strategy is consistent with many other theories. The investment theory of creativity asserts that creative thinkers are like good investors: They buy low and sell high. Whereas investors do so in the world of finance, creative people do so in the world of ideas by taking a unique, typically undervalued idea and convincing other people of its worth. The 25 ways to develop creativity explored in this book are: (1) modeling creativity; (2) building self-efficacy; (3) questioning assumptions; (4) defining and redefining problems; (5) encouraging idea generation; (6) cross-fertilizing ideas; (7) allowing time for creative thinking; (8) instructing and assessing creativity; (9) rewarding creative ideas and products; (10) encouraging sensible risks; (11) tolerating ambiguity; (12) allowing mistakes; (13) identifying and surmounting obstacles; (14) teaching self-responsibility; (15) promoting self-regulation; (16) delaying gratification; (17) using profiles of creative people; (18) encouraging creative collaboration; (19) imagining other viewpoints; (20) recognizing environmental fit; (21) finding excitement; (22) seeking stimulating environments; (23) playing to strengths; (24) growing creatively; and (25) proselytizing for creativity. (Contains 51 references.) (WJC)

ED 400 060 PS 024 554

Idaho Kids Count, 1995: Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Mar 96
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Development; *Child Health; *Children; Demography; Disadvantaged Youth; Social Indicators; Social Status; State Programs; Statistical Analysis; Tables (Data); *Well Being
IDENTIFIERS- *Idaho

This data book represents a count of children and their well-being in society. It is intended to serve as a reference document, merging into a common format vital records (births and deaths), census information, and administrative data from many sources. The book is also intended to serve as an organized, cohesive and accurate view of how children are faring in the state of Idaho. The sections of the data book are: (1) "Overview"; (2) "Kids Count Indicators," an explanation of the data compiled and why it is important; (3) "Idaho Children and Their Families," a demographic portrait; (4) "Idaho's Children at a Glance," a listing of the major findings of the data book; (5) "Idaho Compared to the Nation"; (6) "Idaho Trends," a display illustrating areas of improvement and still in need of improvement; (7) "State Profile," information about Idaho's children by specific indicators; (8) "Population of Youth by County"; and (9) "County Profiles," a comparison to state averages. Four appendices include child abuse referrals, by county; high school graduation rates; and standardized test scores. (WJC)

Siu, Sau-Fong
Questions & Answers: What Research Says about the Education of Chinese American Children.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Chinese Americans; *Chinese Culture; Cultural Influences; Extended Family; Family (Sociological Unit); Family Characteristics; Immigrants; Parent Attitudes; Parent Child Relationship; Parent School Relationship; Primary Education; Teacher Attitudes; *Young Children
IDENTIFIERS- *Asian American Students

Recognizing the challenge of building family-school-community partnerships and the variety of ways that families within one ethnic group can be involved in their children's education, this publication summarizes research findings about Chinese American young children and their families and suggests strategies that can be pursued by families and educators to build a more fruitful partnership to promote Chinese American children's success in school. Topics covered, using a question-answer format, include: (1) major research findings that teachers and administrators should know; (2) the diversity present among Chinese American families, especially between those who have completed all their education in American schools, those who completed part of their education overseas, and immigrant parents who completed all their education overseas; (3) parents' views on education, schools, and teachers; (4) characteristics of successful children; (5) the distinction between Chinese traditional reverence for teachers and schools and current complaints about American schools; (6) Chinese American parents who do not seem to care about their children's education; (7) ways Chinese American parents support their children's education at home; (8) suggestions for building strong partnerships between educators and Chinese American parents, especially recognizing the diversity of Chinese Americans, the need to encourage extended family involvement, and the need to better understand the concept of "training" in Chinese childrearing philosophy and how it differs from authoritarianism; (9) findings about teachers of particular interest to Chinese American parents; and (10) suggestions for Chinese American parents who want to support their child's schooling. (KDFB)

ED 400 078 PS 024 593

Wagner, Tony; Sconyers, Nancy
"Seeing" the School Reform Elephant: Connecting Policy Makers, Parents, Practioners, and Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Psychology (26th, Montreal, Quebec, Canada, August 16-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Television; Creative Writing; Extracurricular Activities; Foreign Countries; Grade 6; Intermediate Grades; Journal Writing; *Literacy Education; Mass Media Role; Mass Media Use; Programming (Broadcast); Reading Skills; Sex Differences; *Student Journals; *Television; Television Research; Television Surveys; *Television Viewing; *Violence; Writing Exercises; *Writing Skills
IDENTIFIERS- Canada

Teachers are challenged by contradictory demands on curricular time. The social needs children bring to school sometimes collide with basic literacy instruction priorities. This research addressed concerns about television violence via a project that encouraged children to log their television viewing and write in daily journals their perceptions of those viewing experiences. The goal was to integrate social content issues of educational concern with the academic demands of teachers to enhance the writing competency of their pupils. The study participants were 70 students from grade 6 who were asked to respond to 8 questionnaire items on their attitudes toward violence on television. Results indicate that heavy viewers reported more favorable attitudes toward television violence, and boys had higher percentages of positive or neutral evaluations of violent content than girls. Results also show lower than expected viewing rates and that journal entries involved more discussion of comedy and sports than any other topic, including violence. Using children's out-of-school interests as the content for in-school literacy instruction was found to be an effective way to reconcile two potentially conflicting educational priorities. (SD)

ED 400 095 PS 024 630

Numminen, Pirkko; And Others
Human Figure Drawing as a Representative Medium of Perceptual Motor Development among 3- to 5-Year-Old Children.
PUB DATE- Aug 96
NOTE- 11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Child Development; *Childrens Art; Foreign Countries; *Freehand Drawing; Individual Development; Perceptual Motor Coordination; *Young Children
IDENTIFIERS- Human Figure Drawing

This study examined characteristics of human figures representing the self as drawn by 3-, 4-, and 5-year-olds and the presence of age or gender differences. A total of 150 children who were selected randomly from day care centers drew themselves on paper with crayons. There were equal numbers of boys and girls in each age group. Human figure drawings were analyzed on a 5-point scale using Saastamoinen's (1993) test battery. Results suggested that there were developmental changes and marked gender differences in the drawings. Over 40 percent of 3-year-old boys' drawing were not recognizable as human; all others had a circle for the head. Eyes appeared as large dots among 4-year-olds and as small dots or lines among 5-year-olds. A mouth

Education International Conference (Minneapolis, MN, April 10-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Behavior; *Attachment Behavior; Caregiver Child Relationship; Caregiver Role; Child Behavior; Classroom Techniques; Day Care; Emotional Adjustment; *Emotional Response; *Interpersonal Competence; Longitudinal Studies; *Parent Child Relationship; Personality Traits; Preschool Children; School Readiness; Security (Psychology); *Separation Anxiety; Social Adjustment; *Social Development; Student Adjustment
IDENTIFIERS- Maternal Separation Anxiety Scale; Security of Attachment

This year-long study explored toddler separation distress behaviors in a developmentally appropriate classroom that used a gradual entry process, including a home visit. Four toddlers were selected for study: two had overt separation distress behaviors at the beginning of the year, and two did not exhibit overt distress. The children were videotaped at the beginning of the year and throughout the year. Anecdotal records were kept, and parents were surveyed and informally interviewed whenever there was an incidence of separation distress behavior. The children exhibited individual differences in the intensity, frequency, and duration of separation distress behaviors. Some separation behavior seemed to be low-key and easy to miss. Minor events influenced one child's separation distress while more unusual family events seemed to have little influence on another child's behaviors. The results suggested that the entry process and caregiver responses to the child's behavior lessened the frequency, intensity, and duration of some separation distress. (A copy of the parent interview questionnaire and a list of observational references are appended. Contains 44 references.) (Author/AA)

ED 400 114 PS 024 665

Grubb, Deborah; Courtney, Anne
Developmentally Appropriate Assessment of Young Children: The Role of Portfolio Assessments.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (47th, Little Rock, AR, March 11-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Evaluation Criteria; Evaluation Methods; *Portfolio Assessment; Self Evaluation (Individuals); Standardized Tests; Student Evaluation; *Young Children
IDENTIFIERS- Developmentally Appropriate Programs

Interest in assessment of young children increased after readiness testing abuses in the 1980s. The pressure of demonstrating educational accountability through children's standardized test performance increased the use of skills-driven curricula. It also created an inappropriate learning environment in which readiness tests were used to remove from the classroom children who could not meet the inappropriately high standards. Legitimate purposes for early childhood

Branch of the provincial department of education. Results indicate that many rural divisions are sharing services; large caseloads and long waits for services are problems; and some school divisions need increased school support staff. Recommendations are offered based on survey results and comparisons with expert opinions on essential services. Appendices include the survey questionnaire, interview schedules, and a glossary. Contains 36 references, and 9 tables of data. (SV)

ED 400 132   RC 020 719

Pottinger, M. Enid
A Preceptorship Model for Nurses in Rural Health Care Facilities. Rural Education Research Series No. 2.
SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg.
PUB DATE- 94
NOTE- 56p.; Based on the author's Master's thesis.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clinical Experience; Foreign Countries; Higher Education; Models; Nurses; *Nursing Education; *Practicums; Practicum Supervision; *Program Development; Program Evaluation; Rural Areas; *Rural Education
IDENTIFIERS- Manitoba

This report describes a preceptorship model that provides student nurses with clinical practice in rural health facilities. The development and implementation of a preceptorship model reflects a partnership between nursing education and nursing service--between the urban nursing school and the rural hospital. A five-stage preceptorship model is presented that includes development of guidelines, selection of participants, orientation of participants, implementation, and evaluation. The model draws on a literature review plus feedback from nurse preceptors and graduating nursing students. The model emphasizes the importance of clearly stated purposes and objectives; guidelines outlining the roles and responsibilities of the student, the preceptor, and the faculty liaison; and careful selection and preparation of all participants. In spring 1992, 24 students completed their senior practicums in rural hospitals using the preceptorship model; all were satisfied with the experience, met their clinical objectives, and completed their learning contracts. Evaluations of the model by the faculty liaison person, preceptors, and students resulted in 18 recommendations to improve implementation of the model. The strongest preceptor recommendation was that students and preceptors work identical hours with identical patient assignments. Contains 53 references. Appendices include preceptor questionnaire, terminal nursing competencies, agreement between nursing school and health care facility, form for assessing potential preceptors, and evaluation forms for students and preceptors. (Author/SV)

ED 400 133   RC 020 720

Britton, Stephen C.
Strategies for Restructuring Manitoba Secondary Schools. Rural Education Research Series No. 3.
SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg.
PUB DATE- 94
NOTE- 69p.; Based on the author's Master's thesis.
LANGUAGE- English

Kerala: Radical Reform As Development in an Indian State. 2nd Edition.
SPONS. AGENCY- Montclair State Coll., Upper Montclair, N.J.; National Science Foundation, Washington, D.C.
PUB DATE- 94
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Caste; *Developing Nations; *Economic Development; Equal Education; Females; Foreign Countries; *Literacy; *Poverty Programs; Public Health; Resource Allocation; Rural Areas; Rural Urban Differences; *Social Action; Social Change
IDENTIFIERS- *India (Kerala State); Land Reform; *Reform Strategies; Social Justice; Social Movements

Kerala, a state in southwestern India, has implemented radical reform as a development strategy. As a result, Kerala now has some of the Third World's highest levels of health, education, and social justice. Originally published in 1989, this book traces the role that movements of social justice played in Kerala's successful struggle to redistribute wealth and power. A 21-page introduction updates the earlier edition. This book underlines the following positive lessons that the Kerala experience offers to developing countries: Radical reforms deliver benefits to the poor even when per capita incomes remain low. Popular movements and militant progressive organizations with dedicated leaders are necessary to initiate and sustain reform. Despite their other benefits, radical reforms cannot necessarily create employment or raise per capita income. Local reformers are restricted by national politics. Public distribution of food is a highly effective policy in poor agrarian economies. Devoting significant resources to public health can bring about low infant mortality, high life expectancy, and low birth rates even when incomes are low. Widespread literacy and educational opportunities can help create a more just and open social order. Meaningful land reform can reduce inequalities and give resources to the poor. Wage and working-condition laws can help effect more equitable resource distribution even in a poor economy. Greater socioeconomic equality can lead to lower levels of violence and a healthier social and political environment. Women can benefit from radical reforms not aimed at them, but special attention must eventually be given to their needs. Progressive forces, including Communist parties, can play a major positive role in benefiting very poor Third World citizens. Radical reforms can shield the poor against recessions. Contains over 200 references. (TD)

ED 400 150 RC 020 746

Wall, Denis, Ed.; Owen, Michael, Ed.
Distance Education and Sustainable Community Development: Selected Articles from a Conference on Distance Education and Sustainable Community Development, Canadian Circumpolar Institute (Edmonton, Alberta, Canada, December 1990).
PUB DATE- 92
NOTE- 167p.; For selected individual papers, see RC 020 747-755.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Adult Education; *American Indian Education; *Canada Natives; *Community Development; *Delivery Systems; *Distance Education; Elementary Secondary Education; Foreign Countries; Geographic Isolation; Higher Education; Literacy Education;

teacher's attempts to document her observations of students. One goal of the project is to determine whether it is feasible for a teacher to keep a record of informal assessments such as observations and interviews. Another goal is to determine how useful such information could be to the teacher. Two classes of Algebra I students (N=59) were part of this study which was a collaborative effort involving field notes, videotaping, survey results, audiotaped interviews, teacher notes and records of student progress. Background information is included about the early development of the project, the logistics of documentation methods, and key instructional decisions made by the teacher throughout the project. Important findings of this study highlight the importance of being clear about what is being assessed and the links between that and instruction. The findings also provide a picture of the challenges, from a teachers perspective, of aggregating observation and interview data with other records of student progress. Contains 13 references. (DDR)

ED 400 168 SE 058 795

Action for a Cleaner Tomorrow. A South Carolina Environmental Curriculum Grades K-8, Second Edition.
PUB DATE- 96
NOTE- 608p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Education; *Environmental Education; *Interdisciplinary Approach; Junior High Schools; *Learning Activities; Middle Schools; *Natural Resources; Pollution; Recycling; Science Activities; *Waste Disposal
IDENTIFIERS- South Carolina

The goal of this curriculum is to teach children and their parents to think about their daily habits and to make environmentally responsible choices. The lessons and activities are divided by grade levels: K-1, 2-3, 4-5, and 6-8. Lessons in each grade level are designed to cover a range of student skills, subject areas, and environmental issues. An extensive resource section includes background information on specific issues at the state and global level and a glossary. Each lesson has a teacher's section which includes grade level, lesson focus, materials, teaching time, and vocabulary. Most lessons are interdisciplinary and include extension activities and ideas for individual and group action for environmental causes. Topics covered in the lessons include litter control, waste disposal, recycling, water pollution, and conservation of energy. (DDR)

ED 400 169 SE 058 842

Jorgensen, Margaret
Rethinking Portfolio Assessment: Documenting the Intellectual Work of Learners in Science and Mathematics.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

NOTE- 11p.; Paper presented at the Global Summit on Science and Science Education (San Francisco, CA, December 28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; High Schools; *Inquiry; Mentors; *Outreach Programs; *Professional Development; Program Evaluation; *Science Instruction; Science Programs; *Scientific Research

One of the challenges issued by the National Science Education Standards is for students to learn the content and process of modern scientific inquiry by engaging in research and entering science competitions. The Rockefeller University Precollege Science Education Outreach Programs (Science Outreach) provide access for about 70 students from diverse schools and for 12 teachers every summer. Researchers provide mentoring in the biomedical and physical sciences and Science Outreach provides modest amounts of funding for a few students, for all teachers, and for their action plans to take their research experience back into their schools to stimulate active learning for their colleagues and students. This paper focuses on preliminary data from standardized tests for students of Outreach teachers as an indicator that Science Outreach is attaining its goal of improving science education at the local level through the professional development of teachers. Preliminary findings indicate that students benefit when their teachers become immersed in the Science Outreach Program. (JRH)

ED 400 192 SE 059 075

Finley, Sandra; And Others
Directory of Science-Rich Resources in the Southwest.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; Instructional Materials; Partnerships in Education; Resource Materials; *Science Education; Science Materials
IDENTIFIERS- *United States (Southwest)

This directory is designed for use by science educators in the five-state region served by the Southwest Educational Development Laboratory (SEDL): Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Most of the resources are located in these five states, but national resources that might be of interest have also been included. In this directory, science-rich resources are defined as organizations that offer opportunities to enhance teaching and learning in the science classroom. These opportunities can include teacher workshops, tours for students, free or low-cost print materials, and many other tangibles and intangibles. Some of the science-rich resources listed could provide a scientist with whom a classroom teacher could create a partnership or other long-term association. The directory does not include teacher resources offered through formal channels such as college and university course offerings, services provided by regional education service centers and state departments of education, or publishers. The directory is organized by state with entries then arranged by category. Categories include the following: aquaria, botanical gardens, and zoos; educational organizations; museums and

LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Historical Materials (060)
DESCRIPTORS- *Females; Foreign Countries; *Mexican Americans; Secondary Education; Social Studies; *Womens Studies
IDENTIFIERS- Chicanas; *Mexican American Studies; Mexico; Womens History

This booklet presents the lives of 17 Mexican American women and institutions that have made significant contributions to Mexican society from past to present day culture. The biographies cover the following women and institutions: Eulalia Arrila de Perez, Dona Maria del Carmen Calvillo, Jovita Idar, Maria Hernandez, Alicia Dickerson Montemayor, Luisa Moreno, Concha Ortiz y Pino de Kleven, Mutual Aid Societies, "Rosita the Riveter," Women on the Mexico/United States Frontier, Romana Acosta Banuelos, Dolores Huerta, Mercedes Lopez, Martha Cotera, Maria Varela, Vilma Martinez, and Judith Baca. A 13-item list of related resources concludes the text. (JAG)

ED 400 216 SO 026 322

Boland, Pat, Ed.
Gender Equity for Educators, Parents, and Community. Equity in Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; Females; Higher Education; *Sex Bias; Sex Differences; *Sex Fairness
IDENTIFIERS- *Title IX Education Amendments 1972

This booklet on gender equity challenges the old ways of thinking that limited expectations for girls and boys. Breaking the trap where gender determines what is possible means recognizing the limits of mindsets, opening eyes to new options, and encouraging young people to be all they can be. This booklet clarifies for educators and parents specific elements of federal legislation, Title IX of the Education Amendments of 1972, and helps teachers integrate gender equity activities into the daily classroom. The activities at the end of the booklet can be used by teachers, small groups, and individuals to increase gender equity awareness. Goals for teachers, parents, and administrators to attain are to encourage all young people to develop, achieve, and learn equally; place no limits on expectations due to gender; to provide an equal chance at learning for females and males; to open student options to learn subjects and prepare for future education, jobs, and careers; and to treat male and female students equitably. A 14-item bibliography concludes the booklet along with a 28-item supplement of additional readings and listings of related organizations. (JAG)

ED 400 217 SO 026 336

Bundt, Julie L.
Equity and Comparative State Responses to Education Finance Reform.

IDENTIFIERS- African Americans; National Science Foundation

While African Americans, Hispanics, and American Indians constitute 30 percent of the U.S. K-12 school population, only about 11 percent of science and mathematics teachers come from these groups. This feasibility study examines the Alliance for Minority Participation (AMP) program as a mechanism for increasing the number of minorities in the science and mathematics teaching work force. The initiative would be articulated with teaching and research capabilities of colleges and universities and coordinated with K-12 schools, business and industry, and other government and nongovernmental entities. Partnerships and collaboration are central to the AMP design, and new teacher preparation elements would be based upon expanded alliances that are highly feasible, advisable, and cost-effective. Several AMP alliances are participating in promising teacher preparation activities. Most share common elements that are consistent with: (1) strong disciplinary foundation for teacher preparation; (2) collaborative initiatives that build upon the established infrastructure of institutional partnerships; and (3) coordination with other National Science Foundation-funded initiatives to achieve systemic impact and efficiency. The chapters are: chapter 1, "Introduction: Diversifying the Science and Mathematics Teaching Work Force"; chapter 2, "The Need for Additional Qualified Minority Teachers in Science and Mathematics"; chapter 3, "Overview of the Alliances for Minority Participation"; chapter 4, "Teacher Preparation Through the Alliances for Minority Participation: A New Paradigm"; chapter 5: "Utilizing Programs of the Directorate for Education and Human Resources That Relate to Teacher Preparation"; and chapter 6, "Opportunities for Significant Coordination and Efficiency." Appendices include: "Indicators of Mathematics and Science Teacher Qualifications and Shortages" (six figures and four tables) and "Minority Participation in the Mathematics and Science Teaching Work Force" (seven tables). (Contains 31 references.) (ND)

ED 400 237 SP 036 958

Goldhaber, Dan D.; Brewer, Dominic J.
Why Don't Schools and Teachers Seem to Matter? Assessing the Impact of Unobservables on Educational Productivity.
PUB DATE- 19 Jan 96
NOTE- 35p.; Revised version of a paper presented at meetings of the Econometric Society (San Francisco, CA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Grade 10; High Schools; Longitudinal Studies; Mathematics Achievement; Scores; Secondary School Teachers; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Qualifications
IDENTIFIERS- National Education Longitudinal Study 1988

Data from the National Educational Longitudinal Study of 1988 are used to link students with particular teachers and classes to estimate the impact of observable and unobservable schooling characteristics on student outcomes. A variety of models show some schooling resources, particularly teacher qualifications, to be significant in influencing tenth grade mathematics test scores. Teachers who are certified in mathematics, and those with bachelors or masters degrees in math are identified with higher test scores. Unobservable school, teacher, and class characteristics are important in explaining student achievement teachers, principals, and other evaluators in the school setting, a number of concerns have been raised. These include the difficulty of the process to be responsible for both formative and summative evaluation; the limited scope of TPAI performance indicators, the amount of time required on the part of the evaluator, linking TPAI to school improvement goals, and evaluator effectiveness. While many schools and school systems have implemented innovative alternative procedures, some issues have been difficult to resolve, including legal requirements for teacher evaluation, alternatives to TPAI, and autonomy for individual schools. A process for the development of guidelines and possible recommendations are presented, and four criteria for alternative evaluation plans are suggested (process, focus, research base, and simplicity and feasibility). Appendices provide: an outline of sample standards and procedures for developing alternative performance appraisal systems; and a copy of materials for developing an alternative teacher evaluation program as developed by Allan A. Glatthorn. (ND)

ED 400 256 SP 036 992

Celebuski, Carin; Farris, Elizabeth
Nutrition Education in Public Elementary and Secondary Schools. Statistical Analysis Report. Fast Response Survey System (FRSS).
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Breakfast Programs; *Comprehensive School Health Education; *Eating Habits; Elementary School Curriculum; Elementary Secondary Education; Lunch Programs; National Surveys; *Nutrition Instruction; Public Schools; Secondary School Curriculum; Student Attitudes; Student Motivation; Tables (Data)
IDENTIFIERS- Healthy People 2000

This report presents the findings from the "Nutrition Education in Public Schools, K-12" survey that was designed to provide data on the status of nutrition education in U.S. public schools. Questionnaires were sent to 1,000 school principals of a nationally representative sample of U.S. elementary, middle, and high schools. The survey requested information on: placement of nutrition education in the curriculum, and the content, coordination, and reasons for nutrition education. Survey findings are presented for all schools and frequently by instructional level, enrollment size, metropolitan status, and geographic region. Highlights of the survey's findings include: (1) practically all public schools (99 percent) offer nutrition education somewhere in the curriculum, and many integrate it within the total curriculum (70 percent); (2) overall, schools focus on increasing students' knowledge about what is meant by good nutrition, with less emphasis on influencing students' motivation, attitudes, and eating behaviors; (3) the majority of schools (61 percent) have no nutrition education coordinator, so teachers are responsible for their own lessons; (4) over 90 percent of all schools offer nutrition through the school meals program; and (5) topics in nutrition covered by more than 90 percent of all schools are: the relationship between diet and health; finding and choosing healthy foods; nutrients and their food courses; the Food Guide Pyramid, and references.) (SLD)

ED 400 274 TM 025 526

Kim, Seock-Ho; Cohen, Allan S.
A Comparison of Linking and Concurrent Calibration under Item Response Theory.
PUB DATE- Apr 96
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; Comparative Analysis; Computer Assisted Testing; Difficulty Level; Equated Scores; *Estimation (Mathematics); Item Bias; *Item Response Theory; *Testing Problems; *Test Items
IDENTIFIERS- *Calibration; Item Characteristic Function; Item Parameters; *Linking Metrics; Marginal Maximum Likelihood Statistics

Applications of item response theory to practical testing problems including equating, differential item functioning, and computerized adaptive testing, require that item parameter estimates be placed onto a common metric. In this study, three methods for developing a common metric under item response theory are compared: (1) linking separate calibrations using equating coefficients from the characteristic curve method; (2) concurrent calibration via marginal maximum "a posteriori"; estimation; and (3) concurrent calibration via marginal maximum likelihood estimation. Linking using the characteristic curve method yielded smaller root mean square differences for both item discrimination and difficulty parameters for smaller numbers of common items. For the larger number of common items, the three methods yielded essentially the same results. (Contains 4 figures, 18 tables, and 23 references.) (Author/SLD)

ED 400 275 TM 025 527

Sterner, Paula; Wedman, John
The Influence of Prior Experience and Process Utilization in Solving Complex Problems.
PUB DATE- Apr 96
NOTE- 18p.; Summary of paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Students; *Experience; Higher Education; Knowledge Level; Mathematics Achievement; *Prior Learning; *Problem Solving; Protocol Analysis
IDENTIFIERS- Analogical Transfer; *Jasper Woodbury Problem Solving Series; *Process Skills; Student Engagement; Test for Requisite Mathematical Knowledge

By using ill-structured problems and examining problem- solving processes, this study was conducted to explore the nature of solving complex, multistep problems, focusing on how prior knowledge, problem-solving process utilization, and analogical problem solving are related to success. Twenty-four college students qualified to participate by virtue of 100% performance planning retirement and maintaining links with the academic community were recommended. (MSE)

ED 399 833 HE 029 418

Shoven, John B.
The Retirement Security of the Baby Boom Generation.
PUB DATE- Mar 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- *Baby Boomers; College Faculty; Economic Change; Economic Factors; *Economic Impact; Federal Regulation; Higher Education; *Investment; Policy Formation; Public Policy; *Retirement; *Retirement Benefits; School Personnel; State Regulation; Trend Analysis
IDENTIFIERS- *Retirement Planning; Savings; *Social Security

The baby boom generation faces added uncertainty on their investments and perhaps lower realized rates of return on all components of their retirement savings, primarily because of their large number. Effects will be felt in the Social Security system and by pension plans and private investors. Individuals, employers, pension fund managers, and public policy makers should consider these factors in planning now. Policy makers should consider easing the regulations limiting pension contributions, structure Social Security more viably, and inform the public about the advantages of saving. Employers with defined benefit plans should examine their programs' funding status and assumptions about future return rates on assets. Employers sponsoring defined contribution plans should examine the adequacy of their contribution rates and those of employees. All tax-preferred savings opportunities that the government allows should be made available by employers. Individual baby boomers must become better informed about the uncertainties ahead, preferably increasing savings and diversifying investments. (MSE)

ED 399 834 HE 029 419

King, Francis P.
Planning for Retirement - The Age of Individual Responsiblity.
PUB DATE- Jul 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Baby Boomers; *Economic Change; Economic Impact; Federal Legislation; Federal Regulation; Incentives; *Money Management; Persuasive Discourse; *Retirement; *Retirement Benefits
IDENTIFIERS- Employee Retirement Income Security Act; *Retirement Planning; *Savings

Following the passage of the Employee Retirement Income Security Act of 1974 and the increased regulatory burden placed on defined benefit pension plans, the less complex fully funded defined contribution plan emerged as a more attractive and increasingly popular alternative. Traditionally the standard approach to pensions in the educational community, defined contribution plans are now growing in other sectors. They give individuals an active role in investment of plan contributions, since responsibility for investment decisions rests with

ED 399 854 HE 029 486

Hines, Edward R.; Pruyne, Gwen B.
State Higher Education Appropriations, 1994-95.
PUB DATE- Mar 95
NOTE- 66p.; For the 1993-94 edition, see ED 371 706.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Community Colleges; Economic Factors; *Educational Demand; *Educational Trends; *Financial Support; Higher Education; Private Colleges; Public Colleges; *State Aid; State Government; State Legislation; State Universities; Student Financial Aid; *Tax Effort; Trend Analysis

This report describes and analyzes state support for higher education in fiscal year 1995 in tables, graphs, and text. The report provides: an analysis of funding trends nationwide; a national map showing percentages of 2-year gains for all states; a table showing appropriations amounts by state for the most recent 3 years as well as percentage changes; a table showing state tax appropriations per capita and per $1,000 of personal income, local tax appropriations, and national rankings; and individual state tables showing total state tax appropriations for higher education. The report finds that growth of the national economy has favored state budgets. With an increase in the amount of $1.7 billion in state support in fiscal year 1995, the total state support for higher education now exceeds $42 billion. Although some states have seen great increases in support, others have not. Support increased 45 percent in Mississippi, while in Oregon, it declined 10 percent. Many states in the South and West face pressing demands for access from growing populations while other states, with a stagnation of traditional-age students, see increasing demand for adult education and work force retraining. (Contains 25 references.) (JLS)

ED 399 855 HE 029 487

Hines, Edward R.
State Higher Education Appropriations, 1995-96.
PUB DATE- Feb 96
NOTE- 56p.; For the 1994-95 edition, see HE 029 486.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Community Colleges; Economic Factors; *Educational Demand; *Educational Trends; *Financial Support; *Higher Education; Public Colleges; *State Aid; State Government; State Legislation; State Universities; Student Financial Aid; *Tax Effort; Trend Analysis

This report describes and analyses state support for higher education in fiscal year 1996. The report provides an analysis of funding trends nationwide; a national map showing percentages of 2-year gains for all states; a table showing appropriations amounts by state for the most recent 3 years as well as percentage changes; a table showing state tax appropriations per capita and per $1,000 of personal income, local tax appropriations, and national rankings; and individual state tables showing total state tax appropriations for higher education. The report finds that growth of the national economy has favored state budgets. For the third year, state funding grew with an increase of $1.4 billion in state support in fiscal year 1996. The total amount of state support for higher education now exceeds $44 billion. Regionally, there was a

Disciplines; International Cooperation; International Educational Exchange; Nontraditional Education; Professional Education; Public Agencies; Records (Forms); Secondary School Curriculum; *Student Placement; *Student Records; Study Abroad; Teacher Education; Transfer Students; Vocational Education

IDENTIFIERS- *Sweden

The report contains information on the educational system of Sweden, primarily to assist U.S. institutions in the placement and credit transfer of Swedish students. An introductory chapter provides background information on the country, its population, its government, Nordic cooperation, and an overview of the educational system. Chapter 2 outlines the preschool, elementary, and lower secondary systems. Chapter 3, devoted to the secondary education system, describes the overall program, grading, school leaving qualifications, and the design of the two-year and three-year curricula in different academic and vocational disciplines. Chapter 4 details the higher education system, with some historical information and descriptions of financing, admission, college entrance examinations, academic year, degree program types, professional and graduate study, student records, and changes in credentials awarded since a reform movement in 1993. Content and organization of different disciplines' programs are specified in Chapter 5, and teacher education is the focus of Chapter 6. Separate chapters address forms of nontraditional education, international programs and study abroad, and guidelines for U.S. admissions officers concerning evaluation of credentials and student placement. Appended materials include institution profiles, a list of Swedish agencies, notes on the National Council on the Evaluation of Foreign Educational Credentials, and a Swedish-English glossary. Contents are indexed. (MSE)

ED 399 873 HE 029 508

Breland, Hunter M.; And Others

Challenges in College Admissions. A Report of a Survey of Undergraduate Admissions Policies, Practices, and Procedures.

PUB DATE- 95

NOTE- 227p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrative Policy; *Admission Criteria; *College Admission; College Freshmen; Colleges; College Students; Educational Policy; *Enrollment Rate; Higher Education; Marketing; National Surveys; School Policy; Student Financial Aid; *Student Recruitment; Trend Analysis; *Two Year Colleges; Undergraduate Study; Universities

The report summarizes undergraduate admissions policies, practices, and procedures at two- and four-year colleges and universities as of 1992. Information was drawn from a national survey, the third of a series conducted since 1979. A total of 2,024 institutions responded to the survey. An introductory chapter describes the surveys, their methodology, and some summary results. Subsequent chapters detail findings concerning: selectivity in admissions (general admissions practices, selectivity categories, overall acceptance rates, rates for different student subgroups, and acceptance in relationship application rates); general admission procedures for two- and four-year institutions (locus of responsibility, policies and requirements, two-year degree candidacy criteria, and new or alternative approaches to admissions); policies, practices, and procedures specific to four-year institutions

Education; Interviews; *Job Performance; *On the Job Training; Performance Factors; *Personnel Evaluation; Questioning Techniques; Self Evaluation (Individuals); *Staff Development; Staff Orientation; Supervisors; Universities

This manual, in workbook format, introduces the principles of how to conduct an effective employee performance appraisal in the higher education setting. It uses several case studies to illustrate these principles. It is designed to be used for individual study or group workshops and seminars. The topics discussed include establishing a positive work climate and preparing employees for performance appraisal; ways to prepare for more effective appraisals, with a focus on goals, standards, attitudes, self-appraisal, and appraisal discussion models; conducting the appraisal, including effective communication with the employee, discussing unsatisfactory performance, questioning techniques, personal development, supervisor self-assessment, and closing the appraisal discussion; and follow-up, including a performance appraisal checklist and a personal action plan. (CK)

ED 399 893 HE 029 529

Shekleton, James F.
Campus Life and Government Investigations.
PUB DATE- 16 Jun 96
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association of College and University Attorneys (San Antonio, TX, June 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Colleges; *Constitutional Law; *Court Litigation; *Due Process; Higher Education; Police School Relationship; *Search and Seizure; Student Behavior; *Student Rights; Student School Relationship
IDENTIFIERS- *Fourth Amendment

This paper discusses the proper way to conduct official government investigations on college campuses within the framework of the Fourth Amendment to the United States Constitution which protects against unreasonable searches and seizures. The article emphasizes that this amendment lays the groundwork for the limitations on the exercise of governmental power to inspect the property or to detain members of the populace. After discussing various facets of this application of the Fourth Amendment to search and seizure on college campuses, the article argues that, as a practical matter, universities should review their search policies to assure that they will remain within the special needs doctrine and to devise procedures that fit the contours of special needs jurisprudence. The article refers to various court decisions in the course of the discussion to buttress the author's arguments. The author further argues that university policy should carefully limit the scope of warrantless searches, e.g., the grounds for entering a room, the contraband sought, would determine what portions of the room could reasonably be searched. Many laws and court cases are cited throughout. (CK)

ED 399 894 HE 029 530

College Choices: 1994. Part A. By College Attended. Tables Only.
PUB DATE- May 96

movement, traditional educational research, faculty development, and the scholarship of teaching. The first three cases then address the following learning issues: prerequisite knowledge; metacognition and learning strategies; self-confidence and motivation; learning goals; deep and surface learning; student ratings of instruction; peer learning; intellectual development; and critical thinking. The fourth case study is offered as an exercise illustrating all the previously covered learning issues. Each case study, plus attendant hypotheses and synopses of relevant research, is followed by examples of how classroom research techniques might be used to investigate the hypotheses and to collect further information. (Contains 225 references) (JLS)

ED 399 912   HE 029 548

Stages, Frances K., Ed.; And Others
College Students: The Evolving Nature of Research. ASHE Reader Series.
PUB DATE- 96
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Persistence; Black Students; College Choice; College Outcomes Assessment; College Role; College Students; Community Colleges; Cultural Pluralism; Diversity (Institutional); Dropout Prevention; *Educational Environment; Ethnicity; High Achievement; Higher Education; Hispanic Americans; Homosexuality; Institutional Mission; Intervention; Lesbianism; Minority Groups; Models; Nontraditional Students; Racial Identification; School Demography; School Holding Power; Social Integration; Student Adjustment; Student Characteristics; *Student Development; Student Participation
IDENTIFIERS- Diversity (Student); Tinto (V)

This collection of 17 readings presents research on college students grouped into sections on getting to college, the college environment, the developmental experience, and general reflections. Titles and authors are: (1) "Population Trends, Socioeconomic Status, and Geographic Distribution" (B. Astone and E. Nunez-Wormack); (2) "Understanding Student College Choice" (Don Hossler and others); (3) "The Transition to College: Diverse Students, Diverse Stories" (Patrick T. Terenzini and others); (4) "Studying College Impact" (A. Astin); (5) "The Fulfillment of Promise: Minority Valedictorians and Salutatorians" (Karen D. Arnold); (6) "In Their Own Words: What Students Learn outside the Classroom" (George D. Kuh); (7) "Latino Students' Sense of Belonging In the College Community: Rethinking the Concept of Integration on Campus" (Sylvia Hurtado and Deborah Faye Cater); (8) "A Conceptual Model of Nontraditional Undergraduate Student Attrition" (John P. Bean and Barbara S. Metzner); (9) "Testing Qualitative Indicators of Precollege Factors in Tinto's Attrition Model: A Community College Student Population" (Amaury Nora and others); (10) "Trout Fishing in Catfish Ponds" (Michael A. Olivas); (11) "Key Influences on Student Development" (Arthur Chickering and Linda Reisser); (12) "Identity Development in a Pluralistic Society" (Harold E. Cheatham); (13) "Incorporating the Development of African-American Students Into Psychosocial Theories of Student Development" (Marylu K. McEwen and others); (14) "The Development of Gay, Lesbian, and Bisexual Identities" (Heidi Levine and Nancy J. Evans); (15) "How College Makes a Difference: A Summary" (E. T. Pascarella and P. T. Terenzini);

in Children's Literature Today" (Maureen Nimon); (6) "The Politics of Children's Literature" (Jean A. Webb); (7) "History, Dreams and Reality: Storytelling Programs in Malaysia" (Mohd Sharif Mohd Saad); (8) "Training School Librarians for the Nigerian School System: A New Perspective" (David F. Elaturoti); (9) "Managing Media Centers in Secondary Schools" (Jan A. Kruger); (10) "Library Training in the South Pacific from 1972-1993" (Melvyn D. Rainey); (11) "The Role of the Public Library in Supporting Education in the Natal Region" (Rookaya Bawa); and (12) "Computerizing the Chinese International School Libraries" (Marilyn McMahon). (SWC)

ED 399 931 IR 056 046

Hallein, Joe; And Others
Australia's Contribution to International School Librarianship.
PUB DATE- 93
NOTE- 6p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia, September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Enrichment; Foreign Countries; *Global Approach; International Programs; *Library Associations; *Library Development; Library Role; Library Services; Literacy; *Public Libraries; *School Libraries
IDENTIFIERS- *Australia; International Association of School Librarianship; International Federation of Library Associations; South Pacific; UNESCO

Australia has played a very active role in promoting and developing school librarianship on an international basis. Most aid projects in school library development have been in the Asia/Pacific region, but programs have been implemented in other areas as well. The largest school library development project that has been carried out by Australians is the UNESCO School Libraries in Oceania Project that was launched by UNESCO in 1978 and has continued since then. Australians are active participants in international library organizations such as the International Federation of Library Associations and Institutions (IFLA) and the International Association of School Librarianship (IASL). The paper describes Australians' participation in those organizations, the UNESCO School Library Project in Vanuatu, and literacy programs for public libraries in the Southwest Pacific--the Cook Islands public and school library services. The interaction between Australian school library educators and their overseas colleagues has proven to be of mutual benefit. While Australians have been able to share their expertise with others, they have also become richer by developing an understanding of library and education systems in other countries and have been able to develop a deeper appreciation of other cultures. (SWC)

ED 399 932 IR 056 047

Nicholson, Fay
The Financial Value of the Teacher Librarian.
PUB DATE- 93
NOTE- 5p.; In: Dreams and Dynamics. Selected Papers from the Annual Conference of the International Association of School Librarianship (22nd, Adelaide, South Australia, Australia,

libraries and information sources. These students need to become information literate during their initial teacher education, otherwise they will not have the knowledge of information sources and skills which they will need if they are going to be role models for their pupils and help them to become information literate. The paper describes a project to improve the media and information skills of under-qualified teachers through in-service workshops. The process could also be used as a model for initial teacher education with students from disadvantaged or more privileged backgrounds. It is important for pupils to become information literate, but before this can happen, their teachers must themselves become information literate. Teaching style influences student learning, and must follow a clearly formulated process, like the one described. This is one way to help transform the prevailing teacher-centered and textbook-centered teaching style to an interactive teaching and learning process based on available information sources. (Contains 25 references.) (Author/SWC)

ED 399 949 IR 056 065

Steinfirst, Susan
Using Editorial Cartoons in the Curriculum To Enhance Visual (and Political) Literacy.
PUB DATE- Feb 95
NOTE- 8p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; *Cognitive Style; Editorials; Elementary Secondary Education; Illustrations; *Nonprint Media; Opinions; Political Attitudes; *Political Issues; Program Effectiveness; *Relevance (Education); Symbolism; *Visual Literacy
IDENTIFIERS- *Political Cartoons

This paper defines visual literacy, provides a synopsis of the current research on political awareness among today's youth, and shows how using political cartoons with children and adolescents will enhance their political cognition. It introduces the political cartoon, defining and describing what makes a political cartoon particularly effective in terms of teaching visual literacy. The political cartoon may be one means by which politics can be more relevant to the young. It is a visual editorial, an interpretive picture which makes use of symbolism and bold and humorous exaggeration to present a message or point of view concerning people, events, or situations. The political cartoon can be used with young people to teach visual literacy by: (1) training the right hemisphere of the brain; (2) training for familiarity of conventions; (3) teaching abstractness and symbolism, decoding strategies, ridicule, satire, and parody; (4) helping children learn to glean abstract meaning from visual literacy; (5) training children to communicate in nonverbal ways; (6) helping children operate at higher cognitive levels through creative and critical thinking; (7) enhancing the political cognition of the young; teaching concepts of conflict, dissent, and criticism in politics; and (8) helping make the young more realistic consumers of U.S. politics. Appendices describing the editorial cartoon and a model for interpreting editorial cartoons are occasional lack of continuity. The UNL University Archives/Special Collections Department began the project with just the informational site on the UNL Libraries home page, although they hope to begin providing more in-depth coverage about holdings. Other universities have made use of home pages for: information about the institution; public relations; displaying library holdings; and for research of collections. In 1993, the University of California-Berkeley Library received a grant to encode archival finding aids in SGML (Standard Generalized Markup Language). Carried out to its fullest extent, this or a similar project could eventually give a researcher online access to the finding aids of every manuscript depository in the country. University archivists everywhere are making use of the Web to make the holdings of their departments more accessible. (AEF)

ED 399 969 IR 056 112

McCaslin, Sharon
Promoting Diversity in Selection: The Eternal Question of Faculty vs. Librarian Selection of Materials.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Bias; Grants; Higher Education; *Librarian Attitudes; Library Circulation; *Library Collection Development; *Library Material Selection; Library Statistics; Use Studies
IDENTIFIERS- *Peru State College NE

Recently the Peru State College Library (Nebraska) had an opportunity to use a special acquisitions grant to study the effects of removing librarian bias in one area of its collection. This study considers the use of the items selected for this grant by humanities faculty and compares their use with other items selected by both librarians and faculty over the relevant three year period, thereby demonstrating the effects of outside involvement in library selection. The grant was provided in support of "non-Western" (i.e., not European and not white American) studies, to remedy a perceived gap in the curriculum and the library collection. Materials selected for this grant would not have been selected in the normal library selection process. All of the items processed after July 1, 1993 were assigned an item code based on the process by which they entered the collection. The library database routinely records the number of times each item is checked out. At the end of the spring semester in 1996, circulation statistics were recorded for all of the 1993-1996 acquisitions. Results showed that the non-Western grant materials were used less than the librarian-selected materials, but slightly more than other faculty-selected materials. Four tables present results. (AEF)

ED 399 970 IR 056 113

Latta, Gail F.
The Virtual University: Creating an Emergent Reality.
PUB DATE- 17 May 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Delivery Systems;

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; *Eating Habits; Foreign Countries; *Health Promotion; Nutrition; Prevention; Psychological Patterns; *Teacher Burnout; *Teacher Effectiveness; Teacher Welfare; Time Management; Two Year Colleges; *Well Being

Burnout affects all professions but tends to be more pervasive in the human service occupations such as education. Symptoms include dissatisfaction, negativism, boredom, unpreparedness, testiness, frequent illness, forgetfulness, depression, and tiredness. The wellness approach can lessen or prevent burnout in a community college setting. Centered upon the idea of individuals taking responsibility for their own health status, the approach encompasses the management of time, people, space and physical well-being. Instructors have the responsibility to determine if their teaching is being affected by burnout through regularly completing self-assessments of personal and professional strengths, limitations, and skill areas and recognizing sources of excessive stress. Once negative conditions are identified, faculty should seek ways to prevent or diminish them by achieving and maintaining a balance among their spiritual, social, emotional, intellectual, and physical well-being. Finally, specific suggestions for managing time, space, people, and health include keeping weekly schedules of things to do, organizing classroom space and materials to reflect a stress-free environment, developing a cooperative spirit in personal interactions through the sharing of ideas and decisions, and eating well and exercising regularly. Time management and strategy charts for avoiding burnout are included. Diet and exercise tips for avoiding burnout are appended. (HAA)

ED 399 988 JC 960 580

McGlynn, Angela Provitera
Celebrating Diversity: Enhancing Harmony on Campus.
PUB DATE- 90
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Community Colleges; *Curriculum Development; *Diversity (Institutional); Educational Improvement; *Educational Strategies; Minority Groups; *Nondiscriminatory Education; Racial Bias; Racial Discrimination; Resource Materials; Sex Bias; Sex Discrimination; Two Year Colleges

The purpose of this booklet is to help teachers prepare students to live and work harmoniously in a society where diversity is the norm. Following background information on the development of the booklet, strategies are described for increasing harmony and learning in the classroom, such as creating diverse collaborative learning groups to bind members to a common goal. Next, a discussion is provided of the stages involved in creating a more inclusive curriculum and a glossary of terms related to race, gender, and class is presented. Common myths related to social class are then presented, along with statistical data to help dispel the myths, and 1985 data are presented on wage gaps between men and women and between whites and minorities. Finally, eight suggested classroom activities and exercises designed to sensitize students to the effects of gender, race, and social class roles are briefly described.

Objectives; Program Development; Program Implementation; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

In response to recommendations in the Illinois Board of Higher Education's Priorities, Quality, and Productivity report of November 1994, the 52 community colleges in the state prepared priority statements detailing specific college objectives for the current fiscal year (FY). This report provides the second update of the colleges' statements, covering FY 1997. Brief statements, from one to four pages, are provided for the following colleges: Belleville Area College, Black Hawk College, the seven City Colleges of Chicago, Danville Area Community College, College of DuPage, Elgin Community College, William Rainey Harper College, Heartland Community College, Highland Community College, Illinois Central College, the four Illinois Eastern Community Colleges, Illinois Valley Community College, Joliet Junior College, John A. Logan College, Lincoln Land Community College, Lewis & Clark Community College, Lake Land College, College of Lake County, Kiswaukee College, Kaskaskia College, Kankakee Community College, McHenry County College, Metropolitan Community College, Moraine Valley Community College, Morton College, Oakton Community College, Parkland College, Prairie State College, Rend Lake College, Richland Community College, Rock Valley College, Carl Sandburg College, Sauk Valley Community College, Shawnee College, Southeastern Illinois College, South Suburban College, Spoon River College, Triton College, Waubonsee Community College, and John Wood Community College. (HAA)

ED 400 006 JC 960 603

Santos, Rolando A.
Faculty's Perceptions of Pluralism: A Lakeland Community College Study.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; *Course Content; *Cultural Pluralism; *Curriculum Development; Curriculum Problems; *Multicultural Education; School Surveys; *Teacher Attitudes; Teaching Methods; Two Year Colleges
IDENTIFIERS- Lakeland Community College OH

As part of a project to develop an instructional model that integrates ideas, readings, and discussion about pluralism and identity across disciplines, Lakeland Community College (LCC), in Ohio, undertook a survey of college faculty to determine their perceptions of multiculturalism and diversity, as well as the methods that they used to incorporate those elements into the classroom. Responses were received from 54 faculty members, representing 13% of the questionnaires distributed. Study findings included the following: (1) 46% of the respondents indicated that there were course requirements in their disciplines addressing cultural diversity issues, and 70% thought that multicultural issues were relevant to their discipline; (2) 55% said that they cited examples related to multicultural issues during class, but only 33% indicated that they evaluated students using a multicultural approach; (3) 46% were satisfied with the way that LCC addressed multicultural issues, while 38% were not; and (4) challenges to instituting multiculturalism education cited by respondents included the difficulty of incorporating the vast spectrum of perspectives language arts; (2) nursing, allied health, and wellness; (3) science, mathematics, computer systems, and engineering, environmental, and manufacturing technologies; and (4) social sciences, international relations, and special studies. For each cluster, a mission statement, projected number of students for the year 2000, program strategies, the role and scope of the cluster, and a budget for 1994-95 are provided. The final sections present a travel budget for professional faculty development for 1994-95 and an overview of student services at the college, including a flow-chart of student success. (AJL)

ED 400 024 JC 960 627

Burstein, Matthew
The Thin Green Line: Community Colleges' Struggle To Do More with Less. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Size; College Planning; *Community Colleges; Economic Factors; Educational Economics; Educational Finance; Enrollment Trends; *Financial Exigency; *Financial Support; *Institutional Mission; Program Termination; *Retrenchment; School Effectiveness; *State Aid; Teacher Student Ratio; Two Year Colleges
IDENTIFIERS- *California Community Colleges; ERIC Digests

since the economic difficulties of the 1980s and 1990s, community colleges have had to reconcile limited resources with open door admissions policies and a broad institutional mission. College budgets have not generally increased sufficiently to compensate for rising costs, with state-level financial support for higher education falling by 9.5% to 30% in various states between 1990 and 1991. In California, a 1992 study revealed that the revenue sources supporting the state's community colleges provided $2.8 million per year, but that $5.1 billion were needed for the colleges to meet the standards advocated by the state Board of Governors. This funding gap has had many consequences in the state, such as a larger student/faculty ratios, larger class sizes, and higher course loads taught by instructors each academic term. Some of the methods utilized by California's community colleges for working around the budget limitations have included increasing business ventures, such as licensing college logos and accepting corporate sponsorship for athletics; cutting course sections; reducing personnel; and transferring costs by deferring planned maintenance or moving employees to alternately-funded programs. Although many of these activities have had serious effects on the ability of the colleges to fulfill their mission, similar measures will have to be taken to balance community needs, institutional mission, and state resources in the future. (HAA)

ED 400 025 JC 960 632

Getskow, Veronica
Women in Community College Leadership Roles. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
NOTE- 4p.

ED 400 042 PS 024 446

Rosenmayr, Hilde, Ed.
Focus on Families: Action and Issues beyond IYF. Proceedings of the International Seminar (5th, Vienna, Austria, November 6-7, 1995).
PUB DATE- Nov 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advocacy; *Early Childhood Education; *Family (Sociological Unit); Family Life; Family Programs; Foreign Countries; *Government Role; Program Evaluation; Public Policy; Social Environment; *Socioeconomic Influences; Young Children
IDENTIFIERS- *Family Development; *Family Support; Nongovernmental Organizations; United Nations Intl Year of the Family 1994

The topic of these proceedings is maintaining the momentum of the International Year of the Family (IYF), with a view toward devising further actions and strengthening the interest in support for families. The seminar examined several aspects of family issues, such as: (1) the relationship between people and governments; (2) the need for more democratization; (3) the relationship of the world of work to the private world of families; (4) relationships within families; (5) questions of unemployment and of individuals not finding their place in society, in addition to their lacking the means for survival; and (6) questions of how to deal with vulnerability and a just application of a support system. Part I presents reports of representatives of governments as well as of non-governmental organizations (NGOs) on IYF projects and programs. These reports indicate that IYF and the involvement of families were of benefit to the way with which issues were dealt and the solutions with which working groups grappled. Part II presents Working Group discussions in areas in which families interact with existing structures, and hopefully interact with more confidence, greater knowledge, and competence, by using their own resilience as well as social service and policy measures. Part III discusses a number of examples of mainstreaming families at various political levels, showing the elaborate networks needed to bring attention to family concerns. This section also shows the dedication of those who are active in such endeavors and the difficulties they expect to encounter. (MOK)

ED 400 043 PS 024 447

Broman, Ingegerd Tallberg
Gender Perspectives on the Formation of the Professional Field for Caring and Education of Children. Reprints and Miniprints No. 826.
PUB DATE- Dec 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Caregivers; *Child Care Occupations; Child Rearing; Content Analysis; Educational History; *Females; Foreign Countries; *Preschool Education; Preschool Teachers; *Professional Occupations; Social Attitudes; Social History; Women Faculty; Young Children
IDENTIFIERS- *Gender Issues; Sweden

ED 400 061 PS 024 555

Clark, Jennifer
Kinship Foster Care: An Overview of Research Findings and Policy-Related Issues.
PUB DATE- 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; Child Welfare; Extended Family; *Family Involvement; *Foster Care; Foster Children; Foster Family; *Kinship; Placement; *Public Policy
IDENTIFIERS- Historical Background; *Kinship Foster Care; *Placement (Foster Care)

During the past few years, there has been a notable increase in the number of children in foster care, with foster care that is provided by relatives accounting for a substantial part of the increase. At the same time, there has been a shift in thinking in the field of child welfare, from viewing placement with a relative as a last resort to favoring placement with a relative. Despite the growth in relative-provided foster care, child welfare systems seem not to have addressed systematically such questions as whether kin caregivers should or should not be considered in the same category as unrelated foster caregivers. This paper summarizes research on kinship care and explores child welfare policy at is relates to this type of foster care. The paper begins with an overview of the topic, including a consideration of possible advantages and disadvantages of putting kinship caregivers into the same category as unrelated foster parents. Section two contains a brief history of foster care, including ethnic differences in that history. Section three focuses on several aspects of the present day foster care system that are pertinent to the topic of kinship foster care, including the overloaded child welfare system. Section four considers the ramifications of kinship foster care for children, while the ramifications of kinship foster care for the relatives involved are considered in section five. Section six illustrates the lack of consensus about who should be included in the term "kinship foster parents" and how those parents ought to be categorized. Finally, the paper offers recommendations for promoting the well-being of kinship foster parents and the children for whom they care. Three appendices include discussion of concepts, terms, and policies related to kinship care in the areas of licensure and monitoring, custody and legal rights, and funding sources for foster care. (WJC)

ED 400 062 PS 024 562

King, Alan; And Others
The Health of Youth: A Cross-National Survey. WHO Regional Publications, European Series No. 69.
SPONS. AGENCY- Ministry of Education, Quebec (Canada).
PUB DATE- 96
NOTE- 463p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Child Health; Children; Cross Cultural Studies; Dental Health; Depression (Psychology); Foreign Countries; Health Promotion; Injuries; *Mental Health; Nutrition; Parent Child Relationship; Peer Relationship;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Decision Making; Educational Change; *Educational Innovation; Educational Policy; *Elementary Secondary Education; Focus Groups; Interviews; Parent Attitudes; Parent Participation; Parent School Relationship; *Participative Decision Making; Partnerships in Education; School Administration; *School Attitudes; School Community Relationship; School District Autonomy; *School Effectiveness; School Organization; School Restructuring; School Role; School Safety; School Schedules; Student Attitudes; Student Motivation; Student School Relationship; Teacher Administrator Relationship; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Policymakers; Stakeholders

This report is part of a multi-year project conducted by the Institute for Responsive Education (IRE) and Boston University components of the Center on Families, Communities, Schools and Children's Learning. The report draws on results of a series of focus groups and interviews conducted in 1994 and 1995 to explore how policymakers and parents, teachers, and students in local schools view school reform and family-community collaboration. Policymakers view school reform as necessary to maintain a competitive economic advantage and think parental involvement is crucial to reform efforts, but some are skeptical about parents' desire to be involved in their children's education. Policymakers from both the Democratic and Republican political parties are interested in and supportive of family-community-school partnerships. Parents express a sense of urgency about the need for fundamental changes primarily because of a perceived lack of student motivation and values. They are also concerned about offerings for non-college-bound students, enrichment opportunities, uncaring teachers, and high school structure. Practitioners are concerned about students' stress level and lack of motivation, scarce resources, and changes imposed by out-of-touch bureaucracies. Teachers hesitate to recommend major reform because of previous failed programs, but many see strong parental advocacy as a key to changing conditions. Students are concerned about boring classes but their major priorities are safety, the need for engaging school and extracurricular activities, and teachers' lack of respect for them. By examining the views of the four groups, an understanding of what must change in U.S. schools can be achieved. The practice of community partnership for school change must become a matter of both regular practice and policy. The report concludes with descriptions of promising new approaches to school reform, including IRE's Responsive Schools Project. (KDFB)

ED 400 079   PS 024 594

Sconyers, Nancy
What Parents Want: A Report on Parents' Opinions about Public Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Quality; *Elementary Secondary Education; *Parent Attitudes; *Parent School Relationship; Parent Teacher Cooperation; Private Schools; *Public Education;

appeared as a curved line in 3-year-olds, but was a curved line or "smiling" mouth in 4- and 5-year-olds. Almost all the children omitted ears in their figures. Only 16 percent of the 3-year-olds added a body to their figure; 95 percent of the older girls and 36 percent of the older boys did so. Arms were added to figures at 5 years, with girls more likely to add arms symmetrically and to add fingers. Girls added hair and clothing to their figures at a younger age than did boys. Contains 10 references. (KDFB)

ED 400 096 PS 024 633

Potter, Ellen F.; James, Catherine
Children's Goals and Standards for Work: Evaluation in a First Grade Classroom.
SPONS. AGENCY- South Carolina Univ., Columbia. Coll. of Education.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Standards; Cognitive Development; *Evaluation Criteria; Grade 1; Learning Activities; Mastery Learning; *Objectives; Observation; Performance; *Primary Education; Self Efficacy; *Self Evaluation (Individuals); Student Behavior; Student Centered Curriculum; *Teacher Role; Young Children
IDENTIFIERS- Evaluation Standards; *Evaluative Cues

Research indicates that the goals and evaluative standards held by young children are influenced by developmental factors and the classroom context. This study investigated the goals held by first grade students as they undertake classroom activities and the criteria by which they evaluate their work. The larger purpose was to explore the specificity of goals and standards in classrooms for young children and the ways in which teachers help students construct functional views of classroom expectations. The subjects were 19 students attending a pre-K and first grade school located on a southeastern military base. Data were collected through weekly observations and through individual student interviews in which subjects were asked why they chose to complete certain learning centers within the classroom and also to evaluate work from their portfolio. The results indicated that classroom practices and teacher statements were influential in students' perception of goals and standards in their classroom. In addition, different students described different criteria, suggesting that there was not uniformity in the class's understanding of standards. High achievers were more likely than low achievers to make evaluative differentiations among subject areas such as math, writing, and art. It appeared that many standards were inferred by the students on the basis of teacher feedback and whether or not work (for example, math versus art) was checked for accuracy. (Contains 27 references.) (MOK)

ED 400 097 PS 024 635

Unger, Donald G., Ed.; Powell, Douglas R., Ed.
Families as Nurturing Systems: Support across the Life Span.
PUB DATE- 91
NOTE- 261p.
LANGUAGE- English

assessment include educational planning and communication with parents, identifying children with special needs, and program evaluation and accountability. Assessment instruments should be matched to the type of information needed. Portfolio assessment is gaining popularity among educators and appears to be well matched to developmentally appropriate early childhood programs. As a purposeful collection of student work illustrating effort and progress in given areas, portfolios allow teachers to observe development, evaluate the curriculum, determine efficacy of teaching practices, and facilitate faculty discussion. They provide an avenue for student self-evaluation, goal-setting, and learning opportunities. Establishing guidelines for portfolio inclusion highlights the learning goals. However, there are problems in using portfolios, including inconsistent reliability and validity of portfolio scores. Contents for a preschoolers' portfolio will vary from those used in elementary school. The portfolio is best organized chronologically according to developmental areas. Children should be allowed to examine work samples and contribute to portfolio selection. Evaluation criteria provide the framework for thinking about student performance and clarify instructional goals. Systematic observation is important for collecting information for preschoolers' portfolios. (KDFB)

ED 400 115 PS 024 670

von der Lippe, Anna Louise; Hartmann, Ellen
Mothers as Mediators of Meaning in the Development of Cognitive Competence in Egyptian Preschool Children.
PUB DATE- Aug 96
NOTE- 24p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, Ausust 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; *Cognitive Ability; Cognitive Development; *Cultural Context; Cultural Literacy; Educational Attainment; Educational Environment; Foreign Countries; Intelligence; *Learning Readiness; *Mothers; *Parent Role; Preschool Children; Preschool Education; Social Environment; *Teaching Styles
IDENTIFIERS- Egyptians; *Mediated Learning Experience; Norway; Raven Progressive Matrices

It is widely accepted that within certain biological limits, a child's development emerges out of a continuous and increasingly complex interaction with significant people in his or her environment. Mothers and other significant adults, as experienced members of the culture, may be viewed as mediators and tutors who transmit cultural knowledge and skills to children. This study is part of a larger investigation of cultural competence as a renewable resource in urban slums, and compared previous studies in Norway with the present Egyptian study. The subjects were 25 Egyptian mothers and their preschool children. The relationship between mothers' teaching styles and their children's educability and cognitive functioning was assessed by administering the Running Horse Game Test (which requires rule-understanding and planning) and the Raven Progressive Matrices intelligence tests separately to mother and child. The results indicated a significant relationship between mother's teaching and her child's educability. In addition, the mother's intelligence and

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Case Studies; *Curriculum Development; *Educational Change; *Educational Strategies; Foreign Countries; Instructional Leadership; Rural Schools; *School Restructuring; Secondary Education; *Secondary Schools; Student Evaluation; Teaching Methods
IDENTIFIERS- Canada; *Manitoba

Manitoba's secondary school system is under increasing pressure to respond to economic and social changes transforming the province. This report explores existing strategies related to curriculum development and adaptation, instruction, assessment, and leadership that could be used to restructure Manitoba secondary schools. A literature review examines the meaning of restructuring; restructuring rationale; history of high school reform; restructuring strategies for curriculum, instruction, assessment, and leadership; and special concerns of small rural secondary schools. Also reviewed are the structure and goals of secondary education in Manitoba, as well as current practices in curriculum, instruction, assessment, and leadership. Fifteen secondary schools in British Columbia, Manitoba, Ontario, and Alberta were identified as conducting restructuring experiments. Qualitative case studies revealed that 11 of the schools used one or more of the following strategies: (1) restructured curriculum (curriculum adaptation to achieve magnet school status, curriculum negotiation between teachers and students, interdisciplinary curriculum); (2) restructured instruction (independent learning, project-centered learning, authentic learning based on a production process); (3) restructured student evaluation (performance assessment, alternative assessment); and (4) restructured leadership roles (transformational leadership, strategic planning). Ways that rural Manitoba secondary schools could implement such strategies are suggested. Contains 81 references. (SV)

ED 400 134 RC 020 721

Beuer, Mary Judith
Teaching Art by Teleconferencing in Rural Schools. Rural Education Research Series No. 4.
SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg.
PUB DATE- 94
NOTE- 45p.; Based on the author's Master's degree project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; Classroom Techniques; Course Evaluation; *Course Organization; *Distance Education; Foreign Countries; *Rural Education; Rural Schools; Secondary Education; Small Schools; *Teleconferencing; *Telecourses
IDENTIFIERS- *Manitoba

An art course was adapted from the Manitoba curriculum for grade 9 and delivered via teleconferencing to three small, geographically isolated schools in Birdtail River School Division, Manitoba. Participants included 1 adult planning to study art at a community college and 38 students in grades 8-10 at a German-speaking Hutterian K-10 school, a French-speaking K-11 school, and an English-speaking college preparatory school. The course was based on previous experience with an experimental teleconference art course, a review of practices of teaching art by distance education, and consultation with 11 Manitoba teachers who had taught other subjects via

Program Development; Rural Education; *Sustainable Development; Teacher Education
IDENTIFIERS- Arctic; *Canada (North)

This proceedings contains 13 papers on the role of distance education in sustainable community development, particularly in Canada's remote northern communities. Four sections cover theoretical issues such as the meaning of "community" in international distance programs and the influence of students' immediate community on their survival in distance education programs; international and African perspectives; specific Canadian projects, including three involving First Nations communities; and issues related to management, pedagogy, and the student-teacher relationship. Papers are: (1) "Thoughts on the Theory of Community and Distance-Education: The Significance for Maintenance and Sustainability of Development Programs" (Denis Wall); (2) "Linking Distance Education to Sustainable Community Development" (Michael Robinson); (3) "Trends and Issues in Distance Education with Implications for Northern Development" (Margaret Haughey); (4) "Distance Education in Northern and Remote Communities: Understanding Social Networks, Change, and Process" (Richard D. Hotchkis, Linda Driedger); (5) "Commonwealth of Learning and Distance Education" (Hafiz Wali); (6) "The Role of Adult Education in Assisting Sustainable Development in Remote Area Dwellers of Botswana" (Johannes N. S. Mutanyatta); (7) "Successfully Implementing a Native Teacher Education Program through Distance Education in Labrador" (Dennis B. Sharpe); (8) "Distance Education Delivery Networks--Role in Community and Institutional Development" (Terry Anderson); (9) "Developing and Implementing a Distance Education Secondary School Program for Isolated First Nation Communities in Northwestern Ontario" (Margaret Fiddler); (10) "Literacy Proposal for the Community of Nose Creek, Alberta" (Pat Larsen); (11) "Distance Education: En Route from Management to Pedagogy" (W. Bruce Clark); (12) "Teacher Perspectives on Distance Education" (Noel Gour); and (13) "Library Services to Athabasca University Students" (Steve Schafer). Contains references. (SV)

ED 400 151 RC 020 747

Wall, Denis
Thoughts on the Theory of Community and Distance-Education: The Significance for Maintenance and Sustainability of Development Programs.
PUB DATE- 92
NOTE- 12p.; In: Distance Education and Sustainable Community Development; see RC 020 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Canada Natives; *Community Development; Community Education; *Community Involvement; Cultural Context; Delivery Systems; *Distance Education; Foreign Countries; Higher Education; Teacher Education; Teacher Student Relationship
IDENTIFIERS- Canada (North)

This paper addresses issues relevant to international development programming, particularly with reference to distance education programming in indigenous communities of the Canadian north. A major issue in international programming is the role of the community. Without the participation of indigenous peoples as

Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Research; Elementary Education; Junior High Schools; *Mathematics Instruction; Middle Schools; *Portfolio Assessment; Portfolios (Background Materials); *Science Instruction; *Student Evaluation

This book details the theory and practice of portfolio assessment in mathematics and science for the elementary and middle grades as implemented in the Authentic Assessment for Multiple Users Project funded by the National Science Foundation. Included in this document are specific assessment tasks, teacher directions for administering these tasks, scoring guides or rubrics for each task, and exemplars of student work for these scoring guides. Chapter 1 provides background information about how the portfolio paradigm associated with the Authentic Assessment for Multiple Users Project compares with other approaches. Chapter 2 chronicles the collaborative journey to consensus of the project participants, and Chapter 3 details the part of the process that yielded assessment strategies. Chapter 4 considers what worked, what worked well, and what didn't work at all. Chapters 5 through 12 present various assessment tasks. Each task includes teacher directions, scoring guides, and support materials with the tasks and their ancillary materials presented in camera-ready form. Chapters 13 and 14 discuss the development of scoring guides and lessons learned from the project process and findings. Contains 20 references. (DDR)

ED 400 170 SE 058 849

Damarin, Suzanne
Genders, Mathematics, and Feminisms.
PUB DATE- Apr 94
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; Elementary Secondary Education; *Feminism; *Mathematics Education; *Sex Stereotypes; Womens Education
IDENTIFIERS- Women in Mathematics

Historical studies reveal that mathematics has been claimed as a private domain by men, while studies of the popular press document that women and girls are considered incompetent in that field. The study of gender and mathematics as viewed through feminism can create a new reading which exposes hidden assumptions, unwarranted conclusions, and questionable practices. Today efforts are underway to entice young women to study mathematics and to convince them that the discipline is not restricted to males. It may be more appropriate, however, to acknowledge reality and work to change it. Consciousness-raising could be invoked to help young women see how the media and traditions have helped promote the separation of women from mathematics. Mathematics education research must abandon the search for single solutions to complex multidimensional problems. The study of gender and mathematics can offer much information regarding the working and functions of sex and gender in society. Combining feminism with the knowledge created in two decades of mathematics education research into questions of sex differences and gender equity may yield many insights and new directions for educational research and science centers; nature and environmental centers; professional organizations; state agencies; state-based federal programs; and university affiliates. (JRH)

ED 400 193 SE 059 076

Brown, Janet Harley; Shavelson, Richard J.
Assessing Hands-On Science: A Teacher's Guide to Performance Assessment.
PUB DATE- 96
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Secondary Education; *Hands on Science; *Performance; *Performance Based Assessment; Process Education; *Science Process Skills; *Student Evaluation
IDENTIFIERS- Alternative Assessment

This book is intended for teachers who currently use (or are planning to use) a hands-on science curriculum. In addition, it would be useful to pre-service teachers, graduate students in education, and other educators interested in alternative forms of assessment. It offers teachers and other educators an opportunity to learn about performance assessment by actual hands-on experience with a variety of science performance assessments. Chapters include: (1) "Why Use Performance Assessment?"; (2) "What Do Performance Assessments Measure?"; (3) "Defining Performance Assessment"; (4) "How Do You Score Student Performance?"; (5) "How to Use Performance Assessments in the Classroom"; (6) "What Is a Holistic Scoring System?"; (7) "Choosing an Assessment You Can Trust"; and (8) "Which Performance Assessment Is Best for Your Purpose?" (JRH)

ED 400 194 SE 059 077

Burz, Helen L.; Marshall, Kit
Performance-Based Curriculum for Mathematics: From Knowing to Showing.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Competency Based Education; Curriculum Development; Elementary Secondary Education; *Mathematics Instruction; Problem Solving

This book provides a model for taking instruction from the traditional focus on content to a student-centered focus that aligns selected content with quality and context. The organization and alignment of curriculum, instruction, and assessment is based on practical classroom application. Numerous examples of performance-based mathematics are set in real-life contexts. Performance benchmarks are set for grades 3, 5, 8, and 12, which can be used as guides for customizing instruction. The four sections of the book are: (1) Introduction to Performance-Based Curriculum (a question and answer format); (2) Content/Concept Standards and Performance Benchmarks (organized by major strands including Number Sense and Estimation, Numeration Systems, Patterns, Relationships, and Functions, Geometry and Spatial Sense, Measurement, Probability and Statistics, and Algebraic Concepts and Operations); (3) Technology Connections (strategies for

PUB DATE- 95
NOTE- 28p.; Prepared for delivery at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Equal Education; Higher Education; *Public Education; *State Aid

This study examines the importance of state spending on education to equally distribute finances to each district. Current legislation is in the courts because some local districts claim unfair distribution of state funds. This study's focus is on the impact of judicial and legislative branch discussions that attempt to equalize education finance. Four hypotheses are presented that explain the variation in state pupil education spending: judicial intervention, legislative institutional arrangements, political competition, and socioeconomic conditions. The study results are both intuitive and counter-intuitive in that political partisan arrangements matter in how education benefits are distributed. Ambivalence of the public's attitudes plays a part in financial reform as well as in resistance to legislative policies. Contains 28 references. (JAG)

ED 400 218   SO 026 338

Byram, Martin L.
Theatre for Development: A Guide to Training.
PUB DATE- 85
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; Foreign Countries; Global Approach; International Education; Social Studies; Teaching Methods; *Theater Arts
IDENTIFIERS- Swaziland; *Theater for Development

This booklet is about training extension workers, adult educators, and theater artists for a program called Theatre-for-Development. It is designed for those interested in using, and training others to use theater as a tool for community education and mobilization. The contents primarily are based on the author's experience of training extension workers in Swaziland. Emphasis on training involves getting participants directly involved using relevant skills and ideas in a community situation during a workshop. This booklet describes methods for trainers to adopt in particular situations. Six primary steps in training that are listed and described in detail are: setting-the-scene; information gathering; data analysis; story creation and improvisation; performance and discussion; and follow-up. Illustrated examples are provided throughout the book. Contains 12 references. (JAG)

ED 400 219   SO 026 354

Rosenberg, Jan
A Tie That Binds: The Concept of Character Formation in Folk Arts in Education and the History of Education in the United States.
PUB DATE- 96
NOTE- 15p.

but do not appear to be correlated with observable variables in this sample. The results suggest that the omission of unobservables does not cause biased estimates in standard educational production functions. Six statistical tables are included. (Contains 38 references.) (JLS)

ED 400 238 SP 036 959

Burris, Carol
Bienvenido Means Welcome...A Guide for the Teacher of Latino Students.
PUB DATE- May 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (31st, New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Cultural Background; Cultural Differences; *Culturally Relevant Education; Elementary Secondary Education; English (Second Language); Foreign Culture; *Hispanic Americans; *Latin American Culture; *Second Language Learning; Spanish; Syntax; Vocabulary

This guide is intended to be a resource for teachers of the newly arrived Hispanic immigrant child. The number of children who enter U.S. schools without knowledge of English or whose first language is Spanish is growing and will continue to grow. Teachers will need to meet the challenge of educating students whose native language is not English and whose lack of proficiency in the English language presents a barrier to learning. Hispanic culture is family-oriented and allocentric, with high values given to politeness and formality. To illustrate specific countries of origin of Hispanic immigrant students, the economic and political conditions of six Latin American countries are described along with their literacy rates, educational systems, and unique customs. Differences between Spanish and English pronunciation and grammar are summarized to help the teacher understand why students are making specific errors how they can be helped to correct them. A brief classroom guide to Spanish for the teacher is provided with vocabulary and simple phrases. (Contains 17 references.) (JLS)

ED 400 239 SP 036 961

Hesse, Hermann-Gunter
Cognitive Changes in the Course of Culture Contacts: Young Teachers Meet Migrant Youth.
PUB DATE- Aug 96
NOTE- 30p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Beginning Teachers; *Cognitive Restructuring; Conflict Resolution; Critical Incidents Method; *Cultural Awareness; Cultural Differences; *Culture Contact; Elementary Secondary Education; Foreign Countries; Immigrants;

Dietary Guidelines and goals. Four appendixes provide: Survey methodology and data reliability; tables of standard errors; the survey form; and Section 19(a) of U.S. Public Law 103-448, 103rd Congress, 2 November, 1994, The Child Nutrition Act of 1966. (ND)

ED 400 257   SP 036 993

Anderson, Peter
Alcohol and Primary Health Care. WHO Regional Publications, European Series No. 64.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Alcohol Abuse; *Alcoholism; Family Health; Family Involvement; Foreign Countries; *Health Education; Intervention; *Primary Health Care; *Public Health; Special Health Problems
IDENTIFIERS- *Alcohol Wellness; Europe; *Health Behavior

The European Alcohol Action Plan stresses that health care systems, traditionally involved in the management of alcohol problems, must play a greater role in the detection and prevention of alcohol-related harm. Primary health care is seen as an important setting for identifying individuals at risk from heavy drinking and helping them to reduce consumption. It is also the major supporter of families and self-help groups, and acts as an advocate of public health for local communities. The book discusses strategies that can be adopted by primary health care providers in their everyday work with individuals and families, and examines the role of primary health care in providing interventions for hazardous and harmful alcohol consumption. The 14 chapters of the book cover: (1) the potential of primary health care; (2) the risk from alcohol; (3) effectiveness of brief interventions; (4) screening; (5) health education advice; (6) intervention; (7) barriers to implementation; (8) packages and protocols; (9) education and training; (10) family and friends; (11) community action; (12) alcohol policy; (13) targets; and (14) conclusion. Appendices include the "Alcohol Use Disorders Identification Test" (AUDIT) questionnaire and "Health Plan for Catalonia." (Contains 72 references.) (ND)

ED 400 258   SP 036 994

Yff, Joost
Building a Better College: A Portrait in Ed School Reorganization.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; Higher Education; *Organizational Climate; Organizational Objectives; Planning; Program Design; *Schools of Education; *Teacher Education Programs

Meeting the demands of the public, policymakers, and the private sector have spurred Education School (Ed School) leaders to find ways of working "smarter" as well as harder. The American Association of Colleges for Teacher Education conducted a telephone survey of 32 Education School deans and directors to on the Test for Requisite Mathematical Knowledge. Stimulus problems were from "The Adventures of Jasper Woodbury," a video-based problem-solving series. Subjects worked independently to reach problem solutions and explained how they arrived at the solution. Two to four weeks later, subjects watched a second scenario with an analogous problem. Protocols were produced from the subjects' audio and video taped responses. Prior mathematical knowledge as defined in this study was necessary, but not solely sufficient for solving the two problems. Highly successful subjects spent more time on the problems than subjects in other levels, and minimally successful subjects spent the most time setting long-range plans and the least time setting immediate plans. It appears that the experience of dealing with the initial problem may have shaped how problem-solving processes were used on the later analogous problem. Engagement in the initial problem also appears to increase success on the analogous problem. (Contains 16 references.) (SLD)

ED 400 276 TM 025 528

Schnipke, Deborah L.
How Contaminated by Guessing Are Item-Parameter Estimates and What Can Be Done about It?
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; *Estimation (Mathematics); *Guessing (Tests); *Item Response Theory; Multiple Choice Tests; Simulation; *Test Items; *Timed Tests
IDENTIFIERS- Item Characteristic Function; Item Parameters

When running out of time on a multiple-choice test, some examinees are likely to respond rapidly to the remaining unanswered items in an attempt to get some items right by chance. Because these responses will tend to be incorrect, the presence of "rapid-guessing behavior" could cause these items to appear to be more difficult than they really are. This study used simulated data from a normal distribution with a mean of 0 and a standard deviation of 1 for 5,000 examinees. It found that item response theory parameters are affected by rapid-guessing behavior, and that the Item Characteristic Curves (ICCs) were generally lower than the true ICCs. Using response times, an attempt was made to remove responses that appeared to be the result of rapid-guessing behavior. Two methods of removing responses were used. After removing the fast responses (rapid guesses), the item parameters and ICCs were recovered more accurately. The two methods of classifying responses as rapid guesses and removing them worked equally well in recovering the true parameters and ICCs. (Contains two tables, eight figures, and seven references.) (SLD)

ED 400 277 TM 025 532

Parkes, Jay
Optimal Designs for Performance Assessments: The Subject Factor.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).

individual participants. Personal financial responsibility also extends to arrangements for supplemental annuity support and additional personal savings. Good decisions depend on relevant and reliable information. Current consumption needs and future savings needs often conflict. Individuals may erect barriers to savings that make it difficult to achieve adequate retirement security. Service providers, employers, and individuals can work together to understand the barriers better and devise ways to overcome them. Vested-interest theory can be particularly useful in helping communicators convince people to translate their high regard for future retirement security into actions to achieve it. (MSE)

ED 399 835 HE 029 420

Bronte, Lydia
Longevity's Gift: A Second Middle Age.
PUB DATE- Oct 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Aging (Individuals); Aging in Academia; *Careers; *College Faculty; Higher Education; Life Style; Longitudinal Studies; *Middle Aged Adults; *Midlife Transitions; Quality of Life; *Retirement; Teacher Retirement
IDENTIFIERS- *Longevity

A study in 1987-92 assessed the effects of changes in life course on work and careers. Interviews with 150 individuals who remained active or continued to work beyond age 65 showed lifetimes differing greatly from the traditional model. The combination of longer lifetimes and postponement of old age has created a new stage in adult life, a second middle age, and new opportunities. Almost half the group began their period of greatest creativity and productivity at about age 50. Some had three or more career peaks, at about 15-year intervals; others experienced a steady upward progression. None expected such a creative period at this age, but remained active because they enjoyed it. There was no single pattern to finding the most satisfying work; some began early in life and some much later. The study concluded that the urge to develop one's abilities is fundamentally biological, with a number of distinct patterns. This longevity revolution has revealed powerful contradictions in American attitudes about aging. In higher education the impact may be greater faculty persistence, or use of traditional retirement to pursue personal interests. Faculty longevity may come to be regarded as an asset. Continued faculty affiliation with an institution after retirement is recommended. (MSE) north-south split, with northern states outpaced by gains made by southern states. Increasing tuition continues to be a concern as institutions use this as a means to moderate the impact of declining state support from earlier in the decade. (Contains 19 references.) (JLS)

ED 399 856   HE 029 488

Davey, Ken
The Infrastructure of Academic Research.
PUB DATE- Aug 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Equipment; Facilities; Foreign Countries; Higher
  Education; *Research Administration; Research and Development;
  Researchers; Research Opportunities; Student Research; Teacher
  Responsibility; Teaching Load
IDENTIFIERS- *Canada

Canadian university infrastructures have eroded as seen in aging equipment, deteriorating facilities, and fewer skilled personnel to maintain and operate research equipment. Research infrastructure includes administrative overhead, facilities and equipment, and research personnel including faculty, technicians, and students. The biggest erosion of infrastructure has occurred in professional time. As universities have reduced the size of their work force, professors spend more time on clerical tasks and teaching loads have also increased. Deferred maintenance of existing facilities is common and the costs of new equipment and facilities have increased. The average equipment cost for a new faculty member in the natural sciences is $300,000 with similar costs in other disciplines. As funds are further reduced, there will be less time to provide the individual attention needed for a genuine research experience for undergraduate students. Future generations of researchers are also part of the infrastructure. Unless that element represented by undergraduates, graduate students, and post-doctoral fellows is maintained now, the future capacity to undertake research in universities will be compromised. The greatest threat to the research infrastructure is represented by restructuring occurring in the face of reduced financial support. (JLS) (academic requirements and exceptions, admissions tests, importance of various factors in admissions decisions, role of personal qualities, trends in academic qualifications); first-time and other enrollment rates at different institution types; and recruitment, marketing, and financial aid (recruitment practices, two-year transfer policies and practices, market research, enrollment planning, relationship between financial aid and recruitment/admissions decisions, cost and college choice, no-need aid awards, acceptance and yield rates, freshman financial needs). Appended materials include the survey questionnaires for two- and four-year institutions, the cover letter, and notes on methodology. (Contains 40 references.) (MSE)

ED 399 874 HE 029 509

Herrmann, Janet C. Lukomski; Herrmann, Siegfried E.
Public University Fund Raising.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Qualifications; *Administrator Role; Administrator Selection; *Donors; Educational Finance; Educational History; Educational Trends; *Fund Raising; Futures (of Society); Higher Education; *Instructional Development; Organizational Communication; Program Administration; *Public Colleges; Public Relations; Recruitment; Research; Research Needs; *State Universities; Trend Analysis

Fund-raising by public colleges and universities has been important in their founding and operation throughout U.S. history. At first, fund-raising was the responsibility of the president, and later also of trustees and regents. The term "development" came into use in the 1920s, when private donations were solicited to supplement public funding. Fund-raising offices became part of college administrations in the late 1940s, and comprehensive and systematic fund-raising has evolved in more recent years. Little research on public college fund-raising has been conducted, most since the 1960s. Fund-raising methods appear to differ little from those used in other non-profit organizations, particularly in cultivation of donors and donor involvement in the institution. Although the fund-raising professional has traditionally been recruited based on experience in higher education, many skills are transferable from other non-profit settings. Desirable characteristics include integrity, enthusiasm, creativity, and capacity to inspire donor confidence. The public university fund-raiser of the future must be able to build strong team support throughout the institution and work well with the institution's public relations professional, perhaps within one office, for purposes of both planning and administration. (Contains 23 references.) (MSE)

NOTE- 98p.; For Part B (by county and high school), see HE 029 531.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Bound Students; College Freshmen; Community Colleges; *Enrollment Trends; Higher Education; *High School Graduates; Private Colleges; Public Colleges; State Universities; *Statistical Data; Tables (Data); *Trend Analysis
IDENTIFIERS- *Oregon

This document presents data in lists and in tabular form on colleges attended by graduates of Oregon secondary schools for the fall of 1994. The lists presented include the seven state universities, 16 community colleges, and 20 private colleges and universities within the state attended by these students. The first table presents a breakdown by county of 1994 high school graduates admitted in the same year to Oregon colleges. Out of a total of 28,237 high school graduates, 11,743 (42 percent) were enrolled in Oregon Colleges. Of these college freshmen, 4,500 were attending state institutions, 5,801 were at community colleges, and 1,442 were enrolled in private institutions. A breakdown of Oregon high school graduates admitted by Oregon colleges the fall following graduation for the years 1985 to 1994 is also given. The remaining tables list the number of high school graduates of the class of 1994 enrolled in state colleges and universities by college attended; in community colleges by college attended; and in independent colleges and universities by college attended. (CK)

(16) "College Outcomes and Student Development: Filling the Gaps" (Frances K. Stage); and (17) "An Anthropological Analysis of Student Participation in College" (William G. Tierney). (Individual chapters contain references.) (JLS)

ED 399 913 HE 029 549

The Challenge for Higher Education: 1996 State of Washington Master Plan for Higher Education.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- Agency Cooperation; *Change Strategies; Community Colleges; Educational Facilities Planning; Educational Finance; Educational Planning; Enrollment Projections; Enrollment Rate; Enrollment Trends; Financial Exigency; *Higher Education; Institutional Cooperation; *Long Range Planning; Master Plans; Organizational Change; Private Colleges; Public Colleges; State Boards of Education; State Colleges; State Universities; *Statewide Planning; Student Financial Aid
IDENTIFIERS- *Washington

The State of Washington has set an enrollment goal of reaching the 70th percentile participation rate for upper-division and graduate/professional enrollments by 2020 with lower-division growth maintaining the current participation rate. From 1997-2010, the enrollment plan proposes to increase enrollments at the main campuses to physical capacity, build branch campuses, and expand centers in high-demand or underserved areas. Community and technical colleges and independent institutions will also maintain their current participation rates. These actions will increase enrollment by nearly 57,000 students. More than 27,000 full-time-equivalent students will still need to be served by 2010. To serve these additional students, a variety of solutions are proposed: (1) state funding of new enrollments, new technology, and a study of costs and benefits of diverse delivery options; (2) provision by public two-and four-year institutions of increased access, better responses to changes in the workplace, reports of outcomes, achievement of state-wide goals regarding diversity issues, the forging of new partnerships, and preparation of an increased proportion of community college students for baccalaureate education; (3) provision by independent institutions of increased access; (4) better preparation of students in K-12 schools for additional education; and (5)acceptance by the Higher Education Coordinating Board of its leadership role with such actions as convening of a "Blue Ribbon Committee" on financial aid. Statistical tables are provided. (JLS)

September 27-30, 1993); see IR 056 045.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capital Outlay (for Fixed Assets); *Cost Effectiveness; Data Analysis; *Educational Benefits; Educational Finance; Elementary Secondary Education; Equipment Evaluation; *Evaluation Methods; Foreign Countries; Library Acquisition; *Library Administration; Operating Expenses; School Libraries
IDENTIFIERS- Financial Analysis; *Teacher Librarians; Worth

This paper addresses the financial value of the teacher librarian, outlines areas in which this value can be identified, and indicates measures that can be used to demonstrate this value. The four major financial areas in which the value of the teacher librarian can be assessed are: (1) capital investment, made up of the building, stock, and equipment--the teacher librarian maximizes capital investment by organizing the physical facility and resources to gain the maximum use by the school community; (2) recurrent operating costs, including site (cleaning, power, and telephone), acquisition of new library materials, maintenance of equipment, and staff salary costs; (3) cost benefit, the benefit derived by the school by hiring a teacher librarian, as determined by the teacher librarian's ability to save the school time and therefore money through their knowledge of the curriculum, the teachers' requirements and style, the students' learning patterns, and the resources in the library, other areas of the school, and the wider community; and (4) cost effectiveness, demonstrated by the teacher librarian showing that the cost of the current means of provision is more effective than an alternate model or source. As schools are forced to examine the possible alternatives for allocation of their funds, teacher librarians must be prepared to demonstrate the value of the cost of operating the library and the contribution that is made to the educational program. (SWC)

provided. (Author/SWC)

ED 399 950 IR 056 066

Immroth, Barbara; Ash-Geisler, Viki
Preschool Partnerships: School and Public Library Cooperation To Facilitate School Readiness.
PUB DATE- Feb 95
NOTE- 6p.; In: Literacy: Traditional, Cultural, Technological. Selected Papers from the Annual Conference of the International Association of School Librarianship (23rd, Pittsburgh, Pennsylvania, July 17-22, 1994); see IR 056 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Emotional Development; Language Usage; Learning Readiness; *Library Cooperation; *Partnerships in Education; Physical Development; Preschool Children; *Preschool Education; *Public Libraries; *School Libraries; *School Readiness
IDENTIFIERS- *Goals 2000; University of Texas Austin

The U.S. National Education Goals were enacted into federal law in 1994 as the "Goals 2000: Educate America Act." The Graduate School of Library and Information Science at the University of Texas at Austin is addressing the first of these goals, which states that by the year 2000 all children will enter school ready to learn. This paper describes the need for quality services to preschool children in order to achieve the first national education goal and identifies ways in which school and public libraries can work together to provide such services. The five dimensions that define school readiness are: physical well-being and motor development; social and emotional development; approaches toward learning; language usage; and cognition and general knowledge. The paper provides a summary report of a prototype that was developed to achieve the goal of school readiness, and then considers the prototype in light of the mission and services of school libraries, highlighting areas where cooperation between school and public libraries can further enhance the achievement of school readiness. Early childhood is a time of tremendous growth and development, and, therefore, potential. The work that libraries can do with young children, with families, with each other, and with other child advocates, can assist in maximizing that potential. (SWC)

*Distance Education; *Educational Development; Educational Environment; *Higher Education; Information Technology; Library Role; Nontraditional Education; Technological Advancement; *Universities; *Virtual Reality
IDENTIFIERS- Learning Environments; *Virtual Classrooms

Higher education has traditionally been defined as a two dimensional affair concerned with content (curriculum) and pedagogy (instructional design). Information technologies are transforming the educational enterprise into a three-dimensional universe through the diversification of instructional delivery systems. The success of higher education in the virtual universe will depend upon the intelligent and creative application of these technologies. The resulting "Virtual University" will foster an emergent reality that will transform the learning experience, while making higher education more accessible, relevant, and affordable. A variety of societal factors--demographic, political, corporate, and technological--are converging to accelerate the creation of virtual universities. Existing efforts by entrepreneurs, educators, corporations, and politicians to create virtual learning environments are examined, providing a survey of the increasingly competitive marketplace in which universities must be prepared to deliver their unique educational experience. The components needed to ensure that higher education institutions continue to promote the highest standards of intellectual achievement, freedom and responsibility in the virtual environment are identified. A variety of roles and contributions librarians can fulfill in transforming institutions of higher education into virtual learning environments are outlined. Reproductions of visual aids are appended. (Contains 32 references.) (Author)

Appendixes provide a description of four first-day classroom exercises to encourage student interaction; a bibliography of 73 books, 75 newspaper and magazine articles, 11 films, and 21 videotapes dealing with race issues; and a bibliography of 44 books, 21 articles, and 40 films and videos related to gender issues. Contains 26 references. (AJL)

ED 399 989   JC 960 581

McGlynn, Angela Provitera
Teaching Tips: Improving College Instruction.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *College Instruction; Community Colleges; Cooperative Learning; Feminism; Grouping (Instructional Purposes); Hearing Impairments; *Instructional Improvement; Learning Disabilities; Lecture Method; *Minority Groups; Student Motivation; *Teacher Student Relationship; Teaching Methods; Two Year Colleges; Visual Impairments
IDENTIFIERS- Feminist Pedagogy

Designed to help teachers improve instruction, this handbook provides tips gathered from focus groups of teachers and students at New Jersey's Mercer County Community College, as well as from other teaching resources. The first part focuses on the contribution of faculty-student interaction to student success, listing 21 suggestions for building rapport with students and describing 4 activities for the first day of class. This part also provides 14 tips on classroom and course management related to the contents and use of course syllabi, clarifying class and college policies, and returning tests and papers promptly and reviews strategies for dealing with the following 3 types of disruptive students: those who have side conversations during class, those who sleep or do other non-related work, and/or those who seem to lack self-discipline. The second part presents pedagogical strategies, reviewing elements of Shirley Parry's feminist pedagogy and providing techniques related to the lecture method, including student journals, minute-papers, and study-buddy groups; implementing collaborative learning; the use of modified focus group techniques in class; writing exercises to improve thinking skills; and critical thinking in the classroom. The final part addresses issues related to teaching diverse groups; presents strategies for reducing prejudice in the classroom; and provides 20 general tips for teaching students with disabilities, including hearing impaired students, visually impaired students, students who use wheelchairs, and students with learning disabilities. Contains 29 references. (AJL) that exist, the homogeneity of the student body, and lack of awareness regarding how to incorporate it into courses. The survey instrument, with response tallies, and selected answers to open-ended questions are appended. (HAA)

ED 400 007 JC 960 604

Teaching Life Management in California Community Colleges: A Catalog of Instructional Resources and Teaching Strategies.
PUB DATE- Jun 96
NOTE- 200p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Act (Title II, Part A and Title III, Part B), P.L. 101-392.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Curriculum Development; *Daily Living Skills; Educational Resources; Educational Strategies; *Home Economics; *Home Economics Education; Home Economics Skills; Instructional Development; *Instructional Materials; *Teaching Methods; Two Year Colleges
IDENTIFIERS- California Community Colleges

Based on a Secretary's Commission on Achieving Necessary Skills (SCANS) Life Management Retreat held in June 1996, this two-part compilation provides instructional resources and teaching strategies developed by life management faculty in California's community colleges. Following an introduction to the teaching of life and home management and a list of retreat participants, part 1 provides the following instructional resources: (1) a description of a life management course and its core components; (2) sample class activities, handouts, and worksheets related to such topics as values, goal-setting, ethics, financial management, cultural diversity, self-esteem, role and conflict resolution, decision-making, communication, delegation, and time and energy management; and (3) lists of publications, agencies, books, software, audio-visual aids, guest speakers, and possible field trips related to life management instruction. Part 2 presents 27 teaching activities related to such topics as using the Internet to find information; identifying student and instructor roles and responsibilities; using ice-breakers and warm-up activities; employing a group building activity; using "jig saw" reading activities, or dividing articles among groups of students; and creating a community of authors. For each activity, the report indicates which SCANS competencies and foundation skills are addressed and provides a contact person. Contains over 60 references including software and audio-visuals. (TGI)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Administration; *College Presidents; *Community Colleges; Equal Opportunities (Jobs); *Females; Leadership Qualities; *Leadership Styles; *Organizational Change; School Culture; *Sex Differences; Sociocultural Patterns; Two Year Colleges
IDENTIFIERS- ERIC Digests

At community colleges, women currently comprise approximately 20% of all chief executive officer (CEO) positions. The single most important source from which new community college CEO candidates are selected, however, is the pool of deans of instruction and since 21% of current deans are women, it is likely that these numbers will rise. Moreover, there is evidence that the way in which college presidents approach leadership is changing from "take charge" approaches often associated with male leaders to approaches emphasizing participatory and shared decision-making. A 1990 study of executives in business and management concluded that female executives tended to be more interested than male executives in transforming people's self-interest into organizational goals by encouraging feelings of individual self-worth, active participation, and the sharing of power and information. As the number of female community college presidents increases, they will be able to influence the culture of the community college in the following ways: (1) encourage the elimination of institutional gender stereotypes; (2) redefine power and the power structure of the institution; (3) enact gender-related policies and procedures; (4) raise collegial consciousness and initiate collegial dialogue on gender and related issues; and (5) take a proactive stance on public policy and debate beyond the local campus. Contains 12 references. (HAA)

This article presents gender perspectives on the formation of the preschool teacher and the formation of a domain for education and child rearing of young children, commenting on the designation of the professional field of education as "female territory." The report uses the results from two Swedish studies: the first dealing with the period from 1900-1945 and the development of the new profession for caring and education along with its significance as a starting point for redistribution of responsibility for child care; the follow-up study on 1945-1972, a period in Swedish preschool history characterized by the integration of the field into state and municipal structures and by resistance toward the development of a professional domain for early childhood education. Methods used in the studies were quantitative and qualitative textual analysis of the Swedish magazine, "Kindergarten (The Pre-School)," official reports and legislation, interviews, and archival materials. The article addresses political implications for child care and early childhood education, asserting that the development of the preschool field shows the relationship between men and women as more important in deciding roles and behaviors than the gender definition itself. Other issues discussed include the societal and spiritual mother models, sex segregation, patriarchal ideas, paternal protection, and Froebelian theories. Contains 49 references. (BGC)

*Physical Health; Questionnaires; Smoking; Social Adjustment; Student Attitudes; Student Behavior; Student Needs; Surveys; Tables (Data); Well Being; Youth; *Youth Problems
IDENTIFIERS- Health Surveys; *Risk Taking Behavior

This report presents the preliminary findings from WHO's (World Health Organization) fourth Health Behaviour in School-Aged Children (HBSC) Study. The study has two main objectives: (1) to monitor health-risk behavior in youth over time in order to provide the necessary background and clear targets for health promotion initiatives; and (2) to provide information to researchers that will enable them to understand and explain the development of health attitudes and behaviors through early adolescence. Approximately 1300 respondents in each of 3 age groups--11, 13, and 15 years--were targeted in 24 countries during the 1993-94 school year. The findings of the survey include: (1) in every country surveyed, the use of tobacco and alcohol increased with age; (2) in most countries, as young people progress from age 11 to 15, they exercise less frequently; (3) there is evidence to suggest that the diet of a significant number of young people in all countries does not conform to current nutritional advice; (4) in only one country, Sweden, did the majority of 11, 13, and 15 year olds rate themselves as very healthy; (5) in nearly all countries, only a small minority of students regularly felt lonely, helpless, or left out, while the majority thought they made friends easily, had at least two close friends, and found it easy to talk to their mother; (6) nearly 30 percent of the respondents reported an injury requiring medical attention during the previous year; this reaffirmed other research findings that unintentional injuries may be the most serious health problem to face school children in western societies; and (7) schools with a hospitable environment and caring teachers appear to contribute positively to students' emotional well-being and social development. Several implications for policy are included. Appendixes include: characteristics of countries, sample design and sampling error, a list of the principal investigators, and a list of HBSC publications. Contains 123 references. (AA)

*School Attitudes; School Choice; *School Effectiveness

This review of current research on parents' opinions about public schools provides information of interest to school boards, administrators, and parent leaders who wish to develop parent-community-school partnerships. This article discusses research done by organizations like the Public Agenda Foundation, the Gallup Poll, Phi Delta Kappa, and the Parent Teacher Association (PTA), based on surveys and focus groups from national samples, and by researchers and educators experienced in working with parents. Parents want children to learn academic content, but are equally concerned with work habits, preparation for the workplace, maintaining discipline, and citizenship skills. They support community use of school buildings, including locating social services in the schools. They are willing to invest increased financial resources to improve education and increasingly support lengthening the school year but not the school day. Parents also strongly support extracurricular activities, with a majority favoring community service requirements for graduation. Although parents believe that public schools are superior in supporting diversity and providing special education, they rate private schools higher for promoting religious and social values; maintaining discipline, safety, and higher academic standards; and having smaller class sizes. Parents recommend higher standards and more difficult work at all levels to improve educational outcomes. They favor administrative reductions and user fees for athletic and band programs, and oppose cutting extracurricular activities, salaries, or teaching staff. Favored reform strategies include school choice, site-based management, and charter schools. The views of conservative parents are less extreme than those of the groups who claim to represent them, and a large number of parents are actively involved in their children's education, holding high expectations, monitoring them, and helping them with homework. Most say they need better information to remain involved across the school years. (Contains 35 references.) (KDFB)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adoption; Early Intervention; Employed Parents; *Family (Sociological Unit); *Family Programs; Family School Relationship; *Human Services; Parents; Social Networks
IDENTIFIERS- Family Policy; Family Resource and Support Programs; *Family Support; *Life Span Development; Nurturance; Program Characteristics; Special Needs Children

This volume seeks to refine and extend knowledge about approaches to supporting the caregiving roles of families. The chapters in the volume describe and appraise new directions in family support. After an introduction, the two parts of the volume address "New Directions for Family Resource and Support Programs" (six chapters) and "Family Support across the Life Span and within Different Settings" (eight chapters). The chapters are: (1) "Supporting and Strengthening Family Functioning: Toward a Congruence between Principles and Practice" (Carl J. Dunst, and others); (2) "Personal Social Networks as a Focus of Support" (Moncrieff Cochran); (3) "Family Resource and Support Programs: Changes and Challenges in Human Services" (Bernice Weissbourd); (4) "Services for Children with Special Needs: Partnerships from the Beginning between Parents and Practitioners" (Eleanor Stokes Szanton); (5) "A Life-span Perspective on Care-giving" (Richard C. Birkel); (6) "Families, Policy, and Family Support Policies" (Brian L. Wilcox and Janet E. O'Keeffe); (7) "Early Family Intervention: Focussing on the Mother's Adaptation-Competence and Quality of Partnership" (Christoph M. Heinicke); (8) "The Challenges of Multiple Roles: The Interface between Work and Family when Children Are Young" (Angela Barron McBride); (9) "The Schools and Family-Oriented Prevention" (Sharon L. Kagan and Deborah M. Lonow); (10) "Social Network Intervention in Intensive Family-Based Preventive Services" (James K. Whittaker and Elizabeth M. Tracy); (11) "The Black Church and Family Support Programs" (Harriette McAdoo and Vanella Crawford); (12) "Preventing Adoption Disruption" (Richard P. Barth and Marianne Berry); (13) "How Fathers Respond When Their Youth Leave and Return Home" (Robert A. Lewis and Stephen F. Duncan); and (14) "The Oldest Old: Caregiving or Social Support?" (Sally Bould). A reference list is provided with each chapter. (BC)

education were related to her teaching, and less strongly to the child's educability. Her teaching strategy was, however, more predictive than intelligence and education were of the child's educability, and was a substantially more predictive factor of the child's intelligence. These findings are parallel to the previous Norway studies, suggesting that the effects of maternal teaching have some transcultural validity. (Contains 27 references.) (MOK)

ED 400 116   PS 024 689

Coggins, Kip; And Others
The Traditional Tribal Values of Ojibwa Parents and the School Performance of their Children: An Exploratory Study.
SPONS. AGENCY- Michigan Univ., Ann Arbor.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; American Indian Culture; American Indians; Children; *Chippewa (Tribe); Elementary Secondary Education; Family Environment; Identification (Psychology); Interviews; Parent Influence; *Parents; Personality Traits; Social Adjustment; *Social Development; *Traditionalism; Values
IDENTIFIERS- Michigan

This study of 19 northern Michigan Ojibwa families examined antecedents to holding traditional values, and the relationship between mothers' and fathers' level of holding traditional values and their elementary school children's academic and social functioning. Participating families had a child between ages 3 and 11 years; the focal child of the study was the oldest attending elementary school. Interviews were held individually with the 15 mothers and 14 fathers comprising the sample. On the basis of interview information, the interviewers completed a scale measuring the extent to which traditional values were held. Academic functioning was assessed through teacher assigned report card grades and two Adaptive Functioning items from Achenbach's Teacher's Report Form of the Child Behavior Check List (CBCL). Social functioning was assessed by two Adaptive Functioning items from the CBCL; the Problem Behavior CBCL items; an American Indian Child Behavior Check List to assess personality traits important to American Indians; and an Index of Future Community Leadership, important in an American Indian population. Results indicated that identification with more traditional American Indian values in mothers had a beneficial impact on children's academic and social performance in school. Fathers' level of holding traditional values was not associated with his children's academic and social outcomes. Mothers' greater adherence to traditional values was associated with higher levels of parental education and higher status parental occupation. (Contains 37 references.) (KDFB)

teleconferencing. Course design involved writing workbook modules that could also be completed via independent study, selection of texts and art reproduction kits for purchase by participating schools, preparation of supplementary visual displays, and planning of strategies to increase interactions between teacher and students and among students from different sites. Implementation steps included preliminary visits to each site for classroom preparation and orientation of students and class proctors, preparation of detailed proctor guides, meetings with principals to gain their support, and arrangements to transport student art assignments. Course evaluations by the teacher, students, and proctors indicated that teleconferencing, while no one's method of choice, was a viable delivery method producing results similar to those in regular classrooms. Recommendations relate to the status of teleconference courses in schools, provision of quality resources, and the search for appropriate models for teleconference courses. Contains 31 references. Appendices include evaluation questionnaires and course materials. (SV) partners in program design and implementation, conventional management models will not succeed. Partnerships in the development and management of international projects allow each partner to contribute to the project's value and sustainability and broaden the knowledge base on which techniques, process, and results are built. The points are the same for distance-education teacher education in remote communities: the participation of local indigenous people ensures respect for their knowledge systems and promotes the sustainability of the educational endeavor. A community focus increases understanding of situational realities at different levels in a distance-education system. Community interactions at local, regional, national, and international levels must be analyzed, accommodated, and incorporated into planning and implementation. A focus on community will also ensure flexibility in delivery methods to suit local circumstances. Examples of distance education projects in northern Canada and in Ghana illustrate the need to analyze community involvement and the levels and types of relationships within programs. (SV)

change. (AIM)

ED 400 171 SE 058 850

Mathematical Knowledge and Understanding for Effective Participation in Australian Society. A National Statement on Mathematics for Australian Schools.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; *Mathematics Instruction
IDENTIFIERS- *Australia

In a multicultural society such as Australia, it can be difficult to acquire a strong mathematics education because of language, locale, or other differences including access to technology. The widespread use of devices such as calculators and computers has changed the nature of work. It has become more important for students to have the confidence to use their mathematical knowledge and be able to apply mathematics throughout their lives. It is in the national interest that schools promote high levels of achievement with rigorous mathematics programs. All Australian citizens need a broad understanding of mathematics if they are to participate in decision-making about their social environment. This paper identifies a set of exit learnings for mathematics that should be built up through mathematical experiences during the students' school years. Basic concepts include number, space, measurement, chance and statistics, the representation of mathematical ideas, and applying mathematics to solve problems. The understanding of these mathematics concepts--linked to personal, vocational and civic lives--underpin most other branches of human learning, such as the sciences, social sciences, arts, business, trades, design, and further mathematics itself. (AIM)

students to use technology, i.e. computers, to access, interpret, produce, disseminate, and evaluate information); and (4) Performance Designers (a planning tool for teachers to design lessons specifically addressing learning actions). Based upon the National Council of Teachers of Mathematics Standards, the framework for a mathematics curriculum includes real-world applications and multiple problem-solving strategies, the purpose of which is to help students learn how to show what they know. Contains 30 references. (AIM)

ED 400 195 SE 059 078

Glasgow, Neal A.
Doing Science: Innovative Curriculum for the Life Sciences.
PUB DATE- 96
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Biological Sciences; *Curriculum Development; Educational Change; *Educational Strategies; *Hands on Science; Innovation; *Problem Solving; *Science Activities; Secondary Education; Teaching Methods

This book was designed to open up opportunities to expand an instructor's "teaching toolbox." It contains numerous examples of activities or ideas that can be implemented with few modifications to engage students. This book synthesizes one science program's 5-year curricular development experience into a form that addresses and reflects all the concerns one faces when involved in curricular innovation and change. Professionals involved in curricular innovation and change will find not only philosophy but practical information that will help them manage and better understand the issues they confront. These issues include overview and critique of secondary science education; definitive identification of many current instructional or curricular strategies; creation, design, and development of problem and activity scenarios; student management methods within activities; curricular accountability within problem-based activities; matching activities to framework guides; assessment, evaluation methods, examples, and suggestions on how to do it within problem-based activities; a large number of working applications and examples of activities with examples of how a particular activity might really work in class; and communicative strategies for managing curricular change for students, teachers, and parents. Contains 23 references. (JRH)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Elementary Secondary Education; *Ethical Instruction; Ethnography; *Folk Culture; Oral Tradition; Social Studies
IDENTIFIERS- Arkansas; Florida

This paper discusses the concept of character formation as it can be positively impacted by folk arts in education. A long-standing tradition in U.S. education is for the teacher to take a leading role in molding the character of young people, as outlined through the years by such scholars as Thomas Jefferson, Horace Mann, and Rachel Davis DuBois. The document compares what these scholars exhorted with what intercultural programs in Florida and Arkansas have proposed, and asserts a prime opportunity exists by such scholars for intercultural education to take place within state guidelines. A function of intercultural education is explored that attempts to shape personality through curriculum, which ultimately enhances student self esteem while promoting the local community's ethics. Contains 11 references. (DQE)

ED 400 220 SO 026 366

Corwin, Sylvia
Art as a Tool for Learning United States History.
SPONS. AGENCY- Department of Education, Washington, DC.; National Art Education Association, Reston, Va.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Curriculum Guides; Grade 11; *Interdisciplinary Approach; Secondary Education; Social Studies; *Visual Arts
IDENTIFIERS- New York (New York)

The purpose of this project was to design and implement a visual art course parallel to the U.S. history course required of all 11th grade students at the John F. Kennedy High School in New York City, New York. The study also attempted to determine if a non-linguistic, instructional methodology, such as that used in visual arts instruction, could be integrated with the traditional teaching approach in other disciplines. This project measured the effect of this parallel approach on students, as it determined the effect of the art instruction on the students' comprehension and retention of the social studies concepts and content. The same social studies curriculum was taught to three classes, but only one class was paired with an art course. The paper includes a description of methodology, statistical analysis, a sample test, and student evaluations and assessments. Contains 38 references. (DQE)

Minority Group Children; Multicultural Education; *Teacher Attitudes

IDENTIFIERS- *Germany

Handling of acculturation problems in multicultural classrooms requires the analysis of individual cognitive models of the process of cultural contacts. Culture contact is defined as individually oriented persons meeting socially oriented persons. Acculturation problems have no definite solutions, but through reconstruction of the pieces of knowledge involved the experiences of people undergoing cultural contact and conflict can be analyzed. Cognitive models can then be developed that serve as a didactic model for teaching how to handle these conflicts. A sample of 700 students, 50 percent with migrant family background, was used to characterize attitudinal differences among students. Twenty beginning teachers in multicultural schools with 30 percent migrant enrollment each moderated a group of 8 students selected according to their individual or social orientation with respect to family context and their parents' cultures of origin. A critical incident technique was used along with observation of conflict resolution. Findings showed that long-held beliefs are persistent and tend to reinforce avoidance of cross-cultural contacts, and that even with positive intervention, underlying figurative schemata are restructured in only a minority of instances. (JLS) determine the catalyst and the rationale for change, nature of changes made, and current status. Fifteen schools reported that their reorganization was internally instigated and 13 reported it was externally instigated; an additional 3 reported both types as primary factors. Among those schools reporting external initiative factors, "downsizing" and fiscal constraints were most prevalent. Among those schools reporting internal factors, the predominant rationale was program improvement. It appears that those schools citing external factors were more likely to focus initially on organizational structure rather than on program design, while those citing internal factors attested to program design as a starting point with structure following suit. A capsule description for each responding Ed School appears in tables, and a list of survey respondents is provided. (ND)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Estimates; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Program Development; *Sample Size; *Test Construction; Test Reliability; Writing Evaluation
IDENTIFIERS- *Large Scale Assessment

Much speculation abounds concerning how expensive performance assessments are or are going to be. Recent projections indicate that, in order to achieve an acceptably high generalizability coefficient, many additional tasks may need to be added, which will enlarge costs. Such projections are, to some degree, correct, and to some degree simplistic. The current investigation uses two synthetic examples, based on published costs and variance components, and a constrained optimization procedure to examine the complex relationships among reliability, cost, and sample size. The first example is a limited writing sample situation, and the second is a large-scale portfolio assessment. Results indicate that the optimal design changes as the number of subjects changes. Another set of results confirms what seems to be expected intuitively: as the number of subjects grows, the relatively fixed development cost becomes a smaller and smaller percentage of the total cost. These two sets of results seem to be related directly. Since, for the smaller samples, development costs constitute the majority of total cost, the optimal design includes more raters than prompts. That is, the burden of reliability is shifted to the least expensive (in relative terms) part of the assessment. (Contains 2 figures, 4 tables, and 14 references.) (Author/SLD)

ED 400 278 TM 025 539

Shotsberger, Paul G.; Crawford, Ann R.

An Analysis of the Validity and Reliability of the Concerns Based Adoption Model for Teacher Concerns in Education Reform.

PUB DATE- Apr 96

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Algebra; *Educational Change; *Reliability; School Restructuring; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; *Validity

IDENTIFIERS- *Concerns Based Adoption Model; Confirmatory Factor Analysis; Reform Efforts; Stages of Concern Questionnaire

D. B. Bailey and S. A. Palsha (1992) proposed two modified versions of the Stages of Concern Questionnaire for measuring teacher concerns during a reform effort. Their analysis suggested the use of a 5-factor model with 35 items or 15 items rather than the original 7-stage, 35-item Concerns Based Adoption Model (CBAM). The present study was carried out in two phases. The first phase analyzed data from 376 algebra teachers to evaluate reliability and validity issues of both the original Stages of Concern Questionnaire and the two proposed versions of Bailey and Pasha. Reliability estimates were lower for the 15-item revised version, but agreed with Bailey and Palsha for the original instrument and the 35-item, 5-factor version. A confirmatory factor analysis was conducted using the 5-factor, 35-item version. A less than optimal fit of the model to the data indicated continued problems with validity. From factor loadings and modification indices, a 27-item 5-stage model was proposed that more closely matched the original CBAM without the Awareness and Refocusing Stages. The second phase of the study employed a confirmatory factor analysis of the 27-item 5-stage model to examine data from a new sample of 237 algebra teachers. Reliability estimates were consistently higher than for other versions, but validity continued to be problematic. A broad range of issues arising from these results is discussed. (Contains 8 tables and 14 references.) (Author/SLD)

ED 400 279 TM 025 543

Newell, Sigrin T.

Alternative Assessment in Seventh- and Eighth-Grade Science: A Longitudinal Study.

PUB DATE- Apr 96

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Assessment; *Educational Change; Educational Innovation; Interviews; Junior High Schools; Longitudinal Studies; Middle Schools; Program Development; *Science Instruction; *Secondary School Teachers; *Test Construction; *Testing Problems

IDENTIFIERS- *Alternative Assessment; *Middle School Students

ED 400 298 TM 025 615

Johanson, George A.; Rich, Charles E.
Grading Large Classes: An Application of Linear Equating to Percentage-Correct Grading Decisions.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; College Students; Criterion Referenced Tests; *Difficulty Level; *Equated Scores; Grades (Scholastic); *Grading; Higher Education; Scoring; *Standards
IDENTIFIERS- Absolute Values; *Anchor Tests; Large Scale Assessment; *Linear Equating Method; Number Right Scoring; Standard Setting

Assigning letter grades in a consistent manner to tests in large classes across semesters is problematic if absolute grading standards are used. It may be unreasonable to implement the usual standard-setting approaches recommended for large-scale criterion-referenced testing due to both time constraints and a desire to have criteria that appear uniform. However, percentage-correct grading standards cannot be fairly applied without adjustment to tests of differing difficulty. The suggestion is made that linear equating with an anchor test design may be an appropriate procedure for making the adjustment in many such circumstances. An example using real data from final examinations of an introductory social science course taken by 597 students in the winter and 609 students in the spring is examined. Apparently small differences in test difficulty are seen to yield large differences in the grades assigned when scores are put on a common scale. (Contains 2 tables and 10 references.) (Author/SLD)

ED 400 299 TM 025 616

Rich, Charles E.; Johanson, George A.
An Item-Level Analysis of "None of the Above."
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; *Item Analysis; *Multiple Choice Tests; *Test Construction; Test Reliability
IDENTIFIERS- *None of the Above (Multiple Choice Tests)

Despite the existence of little empirical evidence for their effectiveness, many techniques have been suggested for writing multiple-choice items. The option "none of the above" (NA) has been widely used although a recent review of empirical studies of NA suggests that, while generally decreasing the difficulty index, NA also decreases discrimination and may decrease reliability. It is suggested that most of the studies of the effect of NA on these item parameters have been flawed by methodological inconsistencies and by a disregard for the finding that discrimination is restricted when corresponding item difficulties have been extremely high or low values. By

ED 400 318 TM 025 714

Sykes, Robert C.; And Others
Scaling Polytomous Items That Have Been Scored by Two Raters.
PUB DATE- Apr 96
NOTE- 52p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructed Response; High Schools; *Item Response Theory; Mathematics Education; Multiple Choice Tests; Reading Instruction; Responses; *Scaling; Science Education; Scores; *Scoring; Standardized Tests; *Test Items
IDENTIFIERS- Averaging (Mathematics); Large Scale Assessment; Partial Credit Model; *Polytomous Items; Rasch Model; *Summation (Mathematics); Three Parameter Model

The presence of multiple readings of a student response to a constructed-response item in a large-scale assessment requires a procedure for combining the ratings to obtain an item score. An alternative to the averaged item ratings that are usually used is the summing of ratings for each item. This study evaluated the effect of summing as opposed to averaging ratings in situations when both polytomous constructed-response and dichotomous selected-response (multiple choice) items were used to measure one construct and then placed on a common scale. The effects of these two aggregation methods on two item response theory models, the Rasch model, and a combination of three-parameter logistic and generalized partial credit models (the "generalized" model), were also studied. Data came from three forms of a state high school proficiency test. The effect of summing, as opposed to averaging ratings, varied across the three content areas of mathematics, reading, and science, when evaluated with the generalized model. For reading, summing reduced test information in the lower portion of the scale and increased it in the upper portions. For mathematics, the effect of summing ratings was to decrease the precision of ability estimates, and in science, summed ratings resulted in test information that was increased or decreased relative to averaged ratings in different parts of the scale. Six appendixes present supplemental information on summed ratings and item parameters for the content areas. (Contains four tables, six figures, and nine references.) (SLD)

ED 400 319 TM 025 715

Noble, Tracy; And Others
"This Is True: That's How It Is.": The Bouncing Car and the Development of Complexity.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Experience; High Schools; *High School Students; Individual Development; Life Events; Mechanical Equipment; *Mechanics (Physics); *Motion;

ED 400 339 TM 026 074

Olson, John F.; Goldstein, Arnold A.
Increasing the Inclusion of Students with Disabilities and Limited English Proficient Students in NAEP.
PUB DATE- Jul 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Criteria; *Disabilities; Educational Assessment; Elementary Secondary Education; *Limited English Speaking; *Mainstreaming; National Surveys; Regular and Special Education Relationship; Scaling; *Selection; Special Needs Students; *Testing Problems; Testing Programs; Test Interpretation; Test Validity
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is working to increase the numbers of students with disabilities (SD) or limited English proficient (LEP) students who are included in the assessment. Information is presented on the changes made to the inclusion criteria, the types of accommodations being offered, new procedures implemented in 1996, and ongoing research studies. The percentages of SD and LEP students excluded have been fairly steady over time, with about 5% excluded due to Individualized Education Plans (IEPs) and 1% excluded due to LEP. An evaluation conducted in 1994 found that many of these students were, in fact, capable of participating in the assessment. In preparation for the 1996 assessment, the NAEP field tested the new inclusionary criteria and the use of various accommodations and adaptations for the mathematics assessment. Field test results were generally encouraging, but did indicate that results for SD and LEP students may not be comparable to those of other students. A special sample design was developed for the 1996 NAEP to help clarify issues raised by the inclusion of additional SD and LEP students. Current research is examining scaling, reporting, appropriateness, construct validity, language complexity, and inclusion issues. (SLD)

ED 400 340 TM 026 075

Hoachlander, Gary; And Others
From Data to Information: New Directions for the National Center for Education Statistics. Conference Proceedings (November 1995).
PUB DATE- Aug 96
NOTE- 472p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; *Data Collection; Educational Change; Educational Policy; *Educational Research; Elementary Secondary Education; Futures (of Society); Higher Education; *Information Dissemination; *Outcomes of Education; Research Design; *Research Methodology; School Statistics; Staff Development; Teacher Education; Training
IDENTIFIERS- *National Center for Education Statistics; Opportunity to Learn

At the Futures Conference held by the National Center for Education Statistics (NCES) in 1995, discussants from inside

DESCRIPTORS- American Indians; Asian Americans; Behavior
Patterns; Blacks; *Cooperative Learning; Cultural Awareness;
*Cultural Pluralism; Ethnicity; Hispanic Americans;
*Interpersonal Competence; Minority Groups; *Multicultural
Education; *Skill Development; *Teaching Methods; Training
IDENTIFIERS- *Direct Instruction

This book affirms that the behaviors of young people from culturally diverse populations need to be viewed from a cultural perspective, and that instruction should affirm students and empower them to achieve maximally as well as to benefit others. A theme that underlies the entire book is the advocacy of direct instruction in social skills, followed by opportunities for practice and conditions for maintenance. The first chapter emphasizes the relationship between culture and social behavior and highlights the importance of ethnic identity. Chapter 2 outlines generic and empirically validated methods for social skills instruction, consisting of skill training and cooperative learning procedures. Chapters 3, 4, 5, and 6 consider approaches pertinent to the education of Asian Americans, African Americans, Native Americans, and Hispanic Americans, respectively. Chapter 7 concludes the discussion with a consideration of gender differences. Within the framework of success for all, the book advocates achievement over survival, prevention over intervention, development over containment, and proactive approaches over reaction. References follow the chapters. (Contains eight tables.) (SLD)

ED 400 359 UD 031 337

Urciuoli, Bonnie
Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class. Institutional Structures of Feeling Series.
PUB DATE- 96
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bias; *Cultural Differences; English; Hispanic
Americans; Language Attitudes; Language Proficiency; *Language
Usage; Multicultural Education; *Puerto Ricans; Racial
Differences; *Social Class; *Spanish Speaking; Stereotypes

This book is about language prejudice as experienced by Puerto Ricans in the mainland United States. Prejudice is expressed as social signs that include, but go well beyond, language. When people express linguistic prejudices, they generally start by objectifying the languages in question as though the languages were sharply defined. For Puerto Ricans in the United States, English is the more valued language, Spanish, the less valued. Most Puerto Ricans living in the United States speak English, but they are told that it is inferior English, as if English were a clearly defined object. The object of this inquiry is the indexical dynamic that sustains language prejudice, its structural source, and its enactment in daily routines as expressed in interviews. Chapter 1 shows that race and ethnicity are competing categories of origins difference, and that difference in language of origin is only occasionally safe in the United States. Chapter 2 explores the ways in which Puerto Ricans and their language came to be racialized in the United States. Chapter 3 explores functions of English and Spanish, and Chapter 4 considers how people perceive English correctness as it affects their lives. Chapter 5, based on interviews, explores the connections people find among race, language, and class. An appendix describes some sample speakers and gives some speech samples. (Contains 158 references.) (SLD)

Practicality is the "Achilles heel" of alternative assessment in middle school science. This 5-year study of an "early adopter" school explores factors that enable alternate assessment to thrive in spite of practical problems. Interviews with five seventh-grade life science teachers and five eighth-grade physical science teachers who initiated and continue to sustain new assessment methods indicate that in the early years they explored many approaches, and were not blamed for problems. Since many aspects worked well, the teachers were convinced by their own experience of students' increased ability to understand and explain science concepts. A collegial atmosphere and administrative support in time and resources helped to sustain the innovation. (Contains 3 figures and 12 references.) (Author/SLD)

ED 400 280 TM 025 548

Meshbane, Alice; Morris, John D.
Predictive Discriminant Analysis Versus Logistic Regression in Two-Group Classification Problems.
PUB DATE- 8 Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Comparative Analysis; *Group Membership; *Predictor Variables
IDENTIFIERS- Covariance Matrices; Cross Validation; *Logistic Regression; *Predictive Discriminant Analysis

A method for comparing the cross-validated classification accuracies of predictive discriminant analysis and logistic regression classification models is presented under varying data conditions for the two-group classification problem. With this method, separate-group, as well as total-sample proportions of the correct classifications, can be compared for the two models. The test for contrasting correlated proportions developed by Q. McNemar (1947) is used in the statistical comparisons of the separate-group data and total-sample proportions. The method is illustrated with 32 real data sets that varied in number of cases, relative group sizes, number of predictor variables, degree of group separation, and equality of group covariance matrices. (Contains 1 table and 24 references.) (SLD)

ED 400 281 TM 025 549

Bergstrom, Betty A.; Lunz, Mary E.
Equivalence of Rasch Item Calibrations and Ability Estimates across Modes of Administration.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the International Objective Measurement Workshop (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adaptive Testing; Algorithms; Computer Assisted Testing; *Estimation (Mathematics); *Item Response Theory; *Medical Technologists; Test Format
IDENTIFIERS- *Calibration; Item Selection; Paper and Pencil Tests; *Rasch Model

examining the effects of NA on difficulty and discrimination indices in light of optimal difficulty for a 100-item test taken by 300 undergraduates, this study found that when following reasonable guidelines: (1) difficulty tended to approach the optimal level; (2) discrimination tended to increase; and (3) reliability was unaffected. (Contains 6 tables and 24 references.) (Author/SLD)

ED 400 300 TM 025 617

Raphael, Taffy E.; And Others
Assessing the Literacy Growth of Fifth-Grade Students: A Question of Realigning Curriculum, Instruction and Assessment.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Criterion Referenced Tests; *Elementary School Students; English; Grade 5; Intermediate Grades; Language Arts; Learning Disabilities; *Literacy; Mainstreaming; *Performance Based Assessment; *Reading Achievement; Self Evaluation (Individuals); *Student Evaluation; Student Placement; Thematic Approach; Values
IDENTIFIERS- *Curriculum Alignment

Teachers conducting a thematically organized literature-based reading program centered around student-led discussion groups wanted to explore ways in which the values they wanted to promote could be reflected in the ways they assessed their students. This study considers how valuing a broader scope of language and literacy abilities and making these values part of an assessment system played out in the case of one male student, a representative of a population of students for whom assessment has been a high stakes venture and traditional assessments usually led to their removal from regular education classes to special education, isolated from regular education peers. The student was in his first year of mainstreamed education, in a class of 23 students, having previously been in special education. The Michigan English Language Arts Framework provided a model for describing students' progress. All 23 students participated in three assessment activities: (1) a criterion-referenced test consisting of traditional comprehension and vocabulary tests; (2) a performance-based assessment test designed to parallel daily language and literacy events; and (3) a self-assessment activity in which students evaluated their book club participation and their reading log entries. The student's performance on the criterion-referenced test by itself probably would have prevented him from participating in regular fifth-grade reading activities, but the other assessments gave him better opportunities to demonstrate his understanding, as well as more experience in reading activities. Taking a broader perspective means he is more likely to avoid long-term tracking and to preserve his self-esteem. (Contains 1 figure, 3 tables, and 11 references.) (SLD)

ED 400 301 TM 025 619

Ligon, Glynn D.
Data Quality: Earning the Confidence of Decision Makers.
PUB DATE- Apr 96

Participation
IDENTIFIERS- *Complex Concepts

This paper reports on results of a series of three group interviews with three high school sophomores who used a motion detector to explore a mechanical device, the Bouncing Car device, that can display periodic and chaotic behaviors. The ways that students interacted with the Bouncing Car and used their body motions and imaginations to try to experience the motions the device made were observed. Observations suggest that an important contribution to student interactions with physical devices of this sort comes from their reflections on everyday bodily experience. Four episodes in the students' work with the device are described, showing the growth of a sense of complexity throughout these episodes, from their initial descriptions of behaviors obvious to them to a sense of the ways in which the Bouncing Car's behavior is fundamentally unpredictable. This development supports the notion that complexity or simplicity are not "in the device," but grow in the course of experience with the device, and that complexity is not a given, but an outcome of the active participation in the conversation about and experimentation with the tools at hand. (Contains four figures and three references.) (Author/SLD)

ED 400 320 TM 025 716

Webster, William J.; And Others
The Applicability of Selected Regression and Hierarchical Linear Models to the Estimation of School and Teacher Effects.
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Bayesian Statistics; Correlation; Effective Schools Research; *Estimation (Mathematics); *Least Squares Statistics; Mathematical Models; Public Schools; *Regression (Statistics); *School Effectiveness; Statistical Bias; *Teacher Effectiveness
IDENTIFIERS- *Dallas Independent School District TX; *Hierarchical Linear Modeling

Five issues relative to the use of different Ordinary Least Squares (OLS) and Hierarchical Linear Modeling (HLM) models to identify effective schools and teachers were examined using data from all students in the Dallas (Texas) public schools in grade 3 in 1994 and grade 4 in 1995. OLS models using first- and second-order interactions produced results that were very close to those produced by two-level HLM models at the school level and two- and three-level HLM models at the teacher level. Most OLS regression and HLM models used in this study accounted for more than 70% of the variance in student achievement in reading and mathematics. Results produced by all the models were extremely consistent, and correlations produced by the various models were all generally above 0.90. Correlations of results with important school, teacher, and student-level contextual variables were negligible for all models, meaning that the various models produced results that were free from bias relative to important contextual variables. Correlations of results with prescore characteristics were negligible for all models, meaning that the various models produced results that were free from bias relative to the level of pretest scores. Taking all results into consideration, it is and outside the NCES considered the commissioned papers and contributed their expertise. This volume assembles the papers and commentary and summarizes some considerations for policy, research, and practice in future operations of the NCES. The following papers are included: (1) "From Data to Information: New Directions for the National Center for Education Statistics" (Gary Hoachlander); (2) "Tracking Education Reform: What Type of National Data Should Be Collected Through 2010?" (John F. Jennings and Diane Stark); (3) "Where Are We Going? Policy Implications for Data Collection Through 2010" (Christopher Cross and Amy Rukea Stempel); (4) "Enhancing Opportunity To Learn Measures in NCES Data" (Dominic Brewer and Cathleen Stasz); (5) "Teacher Education, Training, and Staff Development: Implications for National Surveys" (David R. Mandel); (6) "'So What?' The Implications of New Analytic Methods for Designing NCES Surveys" (Robert F. Boruch and George Terhanian); (7) "Incorporating Experimental Designs into New NCES Data Collection Methodologies" (Charles E. Metcalf); (8) "Tracking the Costs and Benefits of Postsecondary Education: Implications for National Surveys" (Michael S. McPherson and Morton O. Schapiro); (9) "Special Issues in Postsecondary Education and Lifelong Learning" (David W. Breneman and Frederick J. Galloway); (10) "Large-Scale Video Surveys for the Study of Classroom Processes" (James W. Stigler); (11) "Education and Work: Curriculum, Performance, and Job-Related Outcomes: (Peter Cappelli); (11) "Administrative Record Opportunities in Education Survey Research" (Fritz Scheuren); (12) "New Developments in Technology: Implications for Collecting, Storing, Retrieving, and Disseminating National Data for Education" (Glynn D. Ligon). Appendixes describe the contributors and discuss the agenda of future NCES conferences. References follow each chapter. (Contains six tables, four exhibits, and six figures.) (SLD)

ED 400 341 TM 026 089

Snyder, Thomas D.; Shafer, Linda L.
Youth Indicators 1996. Trends in the Well-Being of American Youth.
PUB DATE- Sep 96
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Demography; *Dropouts; Educational History; Educational Policy; Educational Trends; *Elementary School Students; Elementary Secondary Education; Employment Patterns; Extracurricular Activities; Family Structure; Futures (of Society); Health; Higher Education; *High School Graduates; Income; Labor Force; *Outcomes of Education; *Secondary School Students; Tables (Data); *Trend Analysis; Values; Young Adults
IDENTIFIERS- *Educational Indicators

This volume is a statistical compilation of data on family structure, economic factors, jobs, extracurricular activities, health, and several dozen other elements that comprise the world of the 63.9 million students enrolled in U.S. schools in 1994. These facts present a composite of the youth experience, highlighting connections that might otherwise be missed between experiences inside and outside the school. An objective of the report is to present trends over time; whenever possible, tables go back as far as 1950 or earlier to provide historical context for today's issues. This edition has been designed to

ED 400 360 UD 031 338

Glenn, Charles L.; de Jong, Ester J.
Educating Immigrant Children: Schools and Language Minorities in Twelve Nations. Reference Books in International Education, Volume 58. Garland Reference Library of Social Science, Volume 921.
PUB DATE- 96
NOTE- 782p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Bilingual Education; *Cultural Awareness; Cultural Pluralism; Economic Factors; Educational Policy; *Elementary Secondary Education; Foreign Countries; *Immigrants; International Education; International Studies; *Language Minorities; Program Descriptions; *Public Policy; Refugees; Teaching Methods
IDENTIFIERS- Europe; *Organisation for Economic Cooperation Development; United Kingdom; United States

This book examines the solutions that various members of the Organisation for Economic Cooperation and Development (OECD) nations have attempted to the question of whether schooling of immigrant and language minority children should be organized with the intention of assimilating them into the dominant culture, or whether their cultural and linguistic distinctiveness should be maintained. The study uses a comparative perspective, but does not move country-by-country. The countries considered, in western Europe, the United Kingdom, and the United States, share characteristics of a highly developed economy, a democratic political system, and the continuing presence of immigrant minority groups. Among the immigrant groups considered are those from Turkey, Africa, the former Yugoslavia, and Asia. The first chapter reviews the controversies surrounding the education of immigrant children, and the second chapter discusses immigration in OECD nations. Chapters 3 and 4 focus on the situation of language minority groups, and Chapter 5 discusses the languages and their maintenance. Chapters 6, 7, and 8 discuss some approaches that have been taken and describe some program models for educating immigrant children. Chapter 9 considers the policy implications of these practices and explores their success. (Contains 43 tables and 1,576 references.) (SLD)

ED 400 361 UD 031 339

Taylor, Ronald
Stressful Life Events, Psychological Well-Being, and Parenting in African American Mothers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Mothers; Child Rearing; Discipline; *Family Characteristics; Family Relationship; *Life Events; *Parenting Skills; *Psychological Patterns; Self Esteem; Stress Management; *Stress Variables; Work Experience
IDENTIFIERS- *African Americans

The association of stressful life events with mothers' psychological distress and parenting was examined in 79 African

The equivalence of pencil and paper Rasch item calibrations when used in a computer adaptive test administration was explored in this study. Items (n=726) were precalibarted with the pencil and paper test administrations. A computer adaptive test was administered to 321 medical technology students using the pencil and paper precalibrations in the item selection algorithms and in the computation of examinee ability estimates. The response data from the computer adaptive test administration were analyzed yielding recalibrated item difficulties and examinee ability estimates. Item precalibrations were compared with item recalibrations. Examinee ability estimates obtained using the item precalibrations on the computer adaptive administration were compared with the examinee ability estimates obtained from using the item recalibrations on the computer adaptive administration. The correlation for examinee ability estimates was 0.99 and for item correlations it was 0.90. Some item calibrations shifted but most remained consistent within the limits of error. Item shift, however, did not affect the ordering of examinee ability estimates. (Contains 1 table, 3 figures, and 23 references.) (Author/SLD)

ED 400 282 TM 025 550

Gershon, Richard C.; And Others
Analyzing Multiple Choice Tests with the Rasch Model: Improving Item Calibrations by Deleting Person-Item Mismatches.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; Computer Assisted Testing; Difficulty Level; Elementary Education; *Estimation (Mathematics); Goodness of Fit; Item Banks; *Item Response Theory; *Multiple Choice Tests
IDENTIFIERS- Calibration; *Rasch Model

A 1992 study by R. Gershon found discrepancies when comparing the theoretical Rasch item characteristic curve with the average empirical curve for 1,304 vocabulary items administered to 7,711 students. When person-item mismatches were deleted (for any person-item interaction where the ability of the person was much higher or much lower than the difficulty of the item), the difference between the theoretical and empirically produced curves was decreased. This paper describes a replication of that original study, using data obtained from an administration of the California Achievement Test to students in the Minneapolis (Minnesota) public schools. When person-item mismatches were deleted, item calibrations improved regardless of the grade level. The results are discussed with an emphasis on the importance of selectively deleting data when the primary goal of the analysis is to obtain the most accurate item difficulty estimates possible. This research is of particular importance for testing organizations that use item banks or computerized adaptive testing. (Contains one table, six figures, and eight references.) (Author/SLD)

ED 400 283 TM 025 551

Gershon, Richard C.
Dissecting Item Misfit on Vocabulary Items.

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Data Collection; *Decision Making; *Educational Research; *Evaluation Methods; *Quality Control; *User Needs (Information)
IDENTIFIERS- *Data Quality

Professionals responsible for educational research, evaluation, and statistics have sought to provide timely and useful information to decision makers. Regardless of the evaluation model, research design, or statistical methodology employed, informing the decision making process with quality, reliable data is a basic goal. The definition of quality for education data has not been adequately addressed in the literature of educational research and evaluation. In the publications describing quality related to general information systems, the concept is narrowly interpreted to mean accurately and reliably processed data. This paper ties together the foundations of data quality from the formal information systems literature with the practical data quality in the arena of public education decision making. A hierarchy of data quality is described to assist both the understanding of quality and the requirements for achieving quality. The hierarchy ranges from the availability of dysfunctional, bad data to the quality level of data-based decisions made with confidence. For practitioners, a checklist is provided for use in determining the quality of their data sources. Attachments include the data quality typology, a list of ratings of data quality, and the checklist for rating and improving data quality. (Author/SLD)

ED 400 302 TM 025 626

Signer, Barbara; And Others
A Study of the Interaction of Ethnicity, Math Achievement, Socioeconomic Status, and Gender on Math Attitudes of High School Students.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 9 Apr 96
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Beliefs; Black Students; *Ethnicity; High Schools; *High School Students; Interaction; Interviews; Low Achievement; Low Income Groups; *Mathematics Achievement; Minority Groups; Self Concept; *Sex Differences; *Socioeconomic Status; *Student Attitudes; White Students
IDENTIFIERS- Academic Self Concept

The interaction among ethnicity, socioeconomic status (SES), mathematics achievement level, and gender on student beliefs about themselves as learners of mathematics was studied through in-depth interviews with high school students. One hundred high school students were interviewed. Half were: (1) African American or White; (2) female or male; (3) high-math or low-math achievers; and (4) residing in high and low SES communities. Dependent variables, based on student responses, recommended that a two-level HLM model (student-school) be implemented to determine school effect, and that the empirical Bayes residuals from the model be adjusted with an adjustment for shrinkage to form the basis for estimates of teacher effect. Appropriate formulas for this task are included. (Contains 34 references.) (SLD)

ED 400 321 TM 025 718

French, Ann; Godwin, Janet
Using Multimedia Technology To Create Innovative Items.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Community Colleges; Computer Assisted Testing; Educational Innovation; *Educational Technology; Higher Education; Multimedia Instruction; *Multimedia Materials; Objective Tests; Science Instruction; Sciences; *Scoring; *Student Attitudes; *Test Construction; Test Items
IDENTIFIERS- Alternative Assessment

The development of innovative test item types that use multimedia technology to improve item authenticity and interaction and allow for objective scoring through partial-credit scoring methodologies was studied. Science test items were developed for community college developmental students using "Authorware 3.0," an instructional compact disc. The items used graphics and animation for the presentation of stimulus materials, the presentation of hints, and for item response alternatives. Forty-one students completed the test items and a questionnaire about their responses to the test items. Students had not received instruction in the concepts tested, and scores were about as high as could be expected, although an apparent error in the programming of the scoring may have further reduced scores. Overall, items were received positively. Students seemed to like the innovative format, and it is thought that the partial-credit scoring could easily to transferred to other subject matter. Future studies are planned that will embed assessments in the instructional materials. Appendix A presents the feedback questionnaire, and appendixes B through E present student responses to particular test items. (Contains seven figures and eight references.) (SLD)

ED 400 322 TM 025 726

Zhang, Zhicheng
Teacher Assessment Competency: A Rasch Model Analysis.
PUB DATE- 10 Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Difficulty Level; *Educational Assessment; Educational Practices; Factor Analysis; Factor Structure; *Grading; *Item Response Theory; Rating Scales; Standardized Tests; *Teacher Competencies; Teacher Education;

highlight information on high school graduates and dropouts entering the workforce and forming families. Each indicator contains a table, chart, and brief descriptive text. The 69 indicators are grouped in the following sections to focus on particular areas of youth experience: (1) home, including demographics, family composition, and family income; (2) school, including descriptions, outcomes, and out-of-school experiences; (3) health; (4) citizenship and values; and (5) the future. A glossary is included. (Contains 69 tables and 69 charts.) (SLD)

ED 400 342 TM 026 090

Hussar, William J.
Projections of Education Statistics to 2006. Pocket Projections. Twenty-Fifth Edition.
PUB DATE- Jul 96
NOTE- 13p.; For complete version of "Projections of Education Statistics to 2006, Twenty-Fifth Edition," see ED 399 278.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Educational Finance; *Elementary Secondary Education; *Enrollment Trends; Expenditures; *Higher Education; High School Graduates; Population Trends; *Prediction; Predictive Measurement; Private Schools; Public Schools; Research Methodology; *School Statistics; Tables (Data); Teachers; *Trend Analysis
IDENTIFIERS- National Center for Education Statistics

Every year the National Center for Education Statistics publishes this pocket summary of the annual "Projections of Education Statistics." The complete report contains information on projected enrollment at all ages, numbers of high school graduates, degrees conferred, classroom teachers, and public elementary and secondary school expenditures, with state-level tables on enrollment. This summary contains figures for 1983-84, estimates for 1994-95, and projections to 2005-2006, with calculations of the percent of change from 1983-84 to 1994-95 and from 1994-95 to 2005-2006. Tables present data for these periods for: (1) population by age; (2) elementary and secondary enrollment in public and private schools; (3) high school graduates from public and private schools; (4) classroom teachers in public and private schools; (5) public and private elementary and secondary pupil/teacher ratios; (6) elementary and secondary school expenditures; (7) higher education enrollment in public and private institutions; (8) earned degrees; and (9) higher education expenditures for both the public and private institutions. Technical notes explain the computation of projections. (SLD)

ED 400 343 TM 026 092

Green, Patricia J.; And Others
Baccalaureate and Beyond Longitudinal Study: 1993/94 First Follow-Up Methodology Report. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 96
NOTE- 908p.
LANGUAGE- English
EDRS Price- MF06/PC37 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Bachelors Degrees; Cohort

American mothers living in 1- and 2-parent households. Findings reveal that stress in the areas of family disruption and work problems was associated with lower maternal acceptance. Family disruption was also positively associated with mothers' firm control of behavior. Family disruption and work related stress were also negatively associated with mothers' self-esteem. Health related stress was positively related to mothers' psychological distress. Mothers' self-esteem was positively associated with mothers' acceptance and negatively related to firm control. Results also reveal that mothers' self-esteem mediates the association of family disruption and work related stress on mothers' acceptance. When the effects of mothers' self-esteem were controlled, significant relationships between family disruption, work related stress, and mothers' acceptance were no longer apparent. (Contains 1 table, 5 figures, and 27 references.) (Author/SLD)

ED 400 362   UD 031 340

Taylor, Ronald
The Effects of Economic and Social Stressors on Parenting and Adolescent Adjustment of African-American Families. CEIC Research Brief, No. 109.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; *Black Youth; Child Rearing; *Economic Factors; Family Characteristics; Family Relationship; Neighborhoods; Parenting Skills; Poverty; Psychological Patterns; *Social Influences; Social Support Groups; *Stress Variables; Work Experience
IDENTIFIERS- *African Americans

This study examines economic and social stressors and their effects on the parenting styles and adolescent adjustment of African American families. It systematically characterizes and explains the nature of some of the chronic economic and social stressors experienced by poor African American families as they affect parenting and adolescent adjustment, and addresses the processes linking family stressors to adolescent adjustment. The stressors may include: (1) a high level of poverty; (2) low family income resulting from divorce, work cutbacks, or family illness; and (3) a high level of job uncertainly for various reasons. Research has indicated that economic hardship has a negative effect on psychological functioning and the quality of family relationships. The impact of living in stressful neighborhoods also causes psychological distress that results in less adequate parenting. Research on the linkage between African American parents' social networks and adolescent adjustment is scarce, but empirical studies have shown that adults and younger children benefit from the availability of an extended kin network and that social support from relatives enhances family functioning. Parenting style and family management practices may also be linked to adolescent adjustment. The processes that link stressful experiences to parental and adolescent adjustment need further exploration, as do the ways in which neighborhood characteristics affect family and adolescent adjustment. Normative data are needed to explain typical behavior patterns of poor and nonpoor African American families. Two related publications are listed for additional

PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Difficulty Level; *Goodness of Fit; *Item Response Theory; Test Construction; *Test Items; *Vocabulary
IDENTIFIERS- Calibration; Johnson O Connor Aptitude Tests; *Rasch Model

The Johnson O'Connor Research Foundation, which produces vocabulary instructional materials for test takers, is in the process of determining the difficulty values of nontechnical words in the English language. To this end, the Foundation writes test items for vocabulary words and tests them in schools. The items are then calibrated using the Rasch model. This procedure results in a significant number of items being labeled as misfitting and being rejected from the item bank. A mislead analysis technique was created to try to uncover the sources of problems in items with poor fit statistics. The dataset used contained test results for over 3,500 items, each of which was administered to 400 to 600 persons, for a total of approximately 23,000 persons. General mislead curves were compared to the actual performance for items previously labeled as misfitting, and a mislead characteristic curve was established. A mislead table was constructed for each item. The mislead was considered to be significantly flawed for a given ability group when the observed performance differed from the means by more than two standard deviations. Each cell in the mislead table was evaluated in this way, giving item writers a way to observe which item choices are not functioning as expected. Five appendixes give examples of the mislead profiles for specific words. (Contains one figure and one table.) (SLD)

ED 400 284 TM 025 552

Gershon, Richard
The Effects of Person-Item Mismatches on the Integrity of the Item Characteristic Curve.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Difficulty Level; Elementary Education; *Elementary School Students; *Estimation (Mathematics); *Guessing (Tests); Item Response Theory; *Vocabulary
IDENTIFIERS- BIGSTEPS Computer Program; *Item Characteristic Function; Rasch Model

In 1990 a routine study confirming the accuracy of the Rasch model in predicting item difficulties led to an in-depth analysis of the impact of guessing on the Rasch model when used with multiple-choice items. This paper reviews the highlights of that research. Seventeen linked vocabulary tests of 110 items were each administered to groups of 400 to 600 elementary school students. The obtained data were then analyzed using the BIGSTEPS computer program (B. Wright and M. Linacre, 1992) in order to obtain item difficulties and person ability estimates for the 1,304 items and 7,711 students. The actual performance of each person-item interaction was compared to predicted were educational aspirations and mathematics self-concept, while demographic variables such as gender and ethnicity were independent variables. Findings reveal interactions of mathematics achievement by ethnicity, ethnicity by math achievement by SES, and gender by math achievement. The significant reported interactions involve mathematics achievement, yet mathematics coursework and achievement levels are not commonly studied when reporting socioeconomic, gender, and ethnic differences of mathematics attitudes. Males were more likely than females to attribute intrinsic constructs as reasons for their mathematics grades. Findings about African American students support research that dispels the myth that African American youth have little academic self-concept and that indicates that minority youth are not easily discouraged by low achievement. (Contains 4 tables and 26 references.) (SLD)

ED 400 303 TM 025 635

Tuckman, Bruce W.
Development and Validation of a Test of Relationship Style.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Classification; Goal Orientation; Higher Education; *Interpersonal Relationship; *Personality Traits; *Relationship; Self Concept; Semantic Differential; Sex Differences; Sportsmanship; *Test Construction; Test Validity; Undergraduate Students

A two-dimensional, four-category model for classifying the wav that people relate to others, or relationship style, was developed by T. Alessandra (1987). The model characterizes style in terms of openness, with poles of open and self-contained, and directness, with poles of direct and indirect. Combining the poles of the two dimensions yields the relationship types of: (1) director; (2) thinker; (3) socializer; and (4) relater. These dimensions were used to create a 16-item semantic differential scale called the Test of Relationship Style. After an initial test with 100 undergraduates, the instrument was administered to 58 men and 96 women participating in an amateur tennis tournament, who also completed measures of goal and task orientation, sportsmanship, mood, and liking for challenge. Subjects were classified into the four relationship styles and compared for the other measures. Directors tended to be male, tennis singles players, with poor sportsmanship, high ego orientation, and a good bit of anger, while relaters were women with low ego orientation, doubles players, with little inclination for challenge. Socializers were more likely to be women with good sportsmanship attitudes, little anger, and an inclination to be challenged. Thinkers were likely to be in the middle on most things. Findings conformed to anecdotal descriptions of the four relationship styles, providing some confirmation of validity. (Contains one table, two figures, and six references.) (SLD)

ED 400 304 TM 025 651

Kirisci, Levent; Clark, Duncan B.
Reliability and Validity of the State-Trait Anxiety Inventory for

Test Construction; *Test Interpretation; Test Results
IDENTIFIERS- *Alternative Assessment; Rasch Model

A 67-item Assessment Practices Inventory (API) was administered to 311 inservice teachers. The application of principal components analysis to the data yielded a 6-factor solution that explained 64% of the variance. The Rasch rating scale model was applied to the API to estimate item calibrations. The factor analyzed assessment categories were then ranked in order by difficulty based on mean logits. The distribution of mean logits ranged from -.35 to 0.78. Communicating assessment results was the easiest assessment category. Interpreting standardized test results, conducting classroom statistics, and using assessment results in decision making constituted the most difficult assessment categories. Nonachievement-based grading was more difficult than recommended grading practices, and performance assessment was more difficult than paper-pencil tests. The identification of the hierarchy of classroom assessment categories provided useful information for measurement training and teacher education in assessment. The findings justified ongoing research on grading practices, and supported the call in the assessment community for a shift of instructional emphasis from traditional objective tests to alternative assessments. (Contains 2 figures, 7 tables, and 53 references.) (Author/SLD)

ED 400 323 TM 025 727

Klecker, Beverly; Loadman, William E.
Using a Metaphor To Increase Survey Return Rates.
PUB DATE- 4 Nov 95
NOTE- 17p.; Paper presented at the Incorporated Annual Meeting of the American Evaluation Association (Vancouver, British Columbia, Canada, November 4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Incentives; *Metaphors; Principals; Program Descriptions; Program Evaluation; Questionnaires; Research Design; *Response Rates (Questionnaires); School Restructuring; Surveys; Teacher Empowerment; Teachers
IDENTIFIERS- Reform Efforts

The 307 schools funded by the Ohio Venture Capital program were the focus of a study on teacher empowerment. This paper focuses on the method used to maximize survey responses, rather than on the study findings. Data were sought from the building principals and 10,544 classroom teachers to create a "total picture" of the individual school at a particular "point in time" in the school restructuring process. The metaphor, "a snapshot in time," was used to collect the data. A limited edition print of a painting of an early Ohio school was used as an incentive for schools that returned a total picture. An original painting for the teachers' lounge was promised to the school with the highest return rate. The return rate was calculated for each school as responses were received, and statistical techniques were used to determine the representativeness of the sample schools and responding teachers. Initial responses that met the "snapshot" criteria were received from 104 schools, of which 56 had 100% participation. The overall building return rate was 59.6% and the teacher return rate was 38.8%. The metaphor created an eye-catching and memorable survey that was apparently well received by respondents. An appendix presents the survey cover letter.

Analysis; *College Graduates; Data Analysis; Data Collection; *Educational Attainment; Educational Policy; Employment Patterns; Enrollment; *Experience; *Followup Studies; Higher Education; Interviews; Life Events; Longitudinal Studies; Parents; Research Design; Research Methodology; Response Rates (Questionnaires); Teacher Education
IDENTIFIERS- *Baccalaureate and Beyond Longitudinal Study (NCES); National Postsecondary Student Aid Study; *Rate of Return; Weighting (Statistical)

The Baccalaureate and Beyond Longitudinal Study (B&B:93) tracks the experiences of a cohort of recent college graduates, those who received the baccalaureate degree during the 1992-93 academic year and were first interviewed as part of the National Postsecondary Student Aid Study. The experiences of this group in the areas of academic enrollment, degree completion, employment, public service, and other adult decisions will be followed for about 12 years. Data will be used to address issues in a number of educational policy areas such as educational attainment, access to graduate and professional schools, the rate of return on educational investment, and patterns of preparation and engagement in teaching. The B&B:93 cohort consisted of about 12,500 individuals who were determined to be potentially eligible for followup in 1994. Responses were obtained for 11,810 students. This report reviews: (1) the study purpose and design; (2) the B&B:93 sample design; (3) data collection: telephone and field survey procedures; (4) response rates; (5) evaluation of the survey instrument; (6) the transcript component of B&B:93/94; and (7) the weights development documentation for the B&B:93/94 sample. Four appendixes provide additional details about methodology and present the student and parent questionnaires in table form. (Contains 31 tables, 3 appendix tables, 5 figures, and 2 references.) (SLD)

ED 400 344 TM 026 110

Profile of Children in U.S. School Districts. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; *Elementary School Students; Elementary Secondary Education; Enrollment; Ethnicity; Income; Institutional Characteristics; Interaction; Poverty; *Profiles; *Racial Differences; Rural Schools; *School Districts; *Secondary School Students; Socioeconomic Status; *Student Characteristics; Suburban Schools; Urban Schools

Examining the characteristics of school districts against the characteristics of 55.3 million "school-age children" (3- to 17-years-old) plus 18- and 19-year-olds who had not graduated from college) provides important insights into observed interrelationships. This report describes ways in which the characteristics of the children, such as household income, poverty status, and racial and ethnic composition, vary across school districts of different types. Individual, parental, and household characteristics of American school children are described and compared in several areas. Relationships among student and school district characteristics are presented through text, statistical tables, and graphs using material reading. (SLD)

ED 400 363 UD 031 341

Taylor, Ronald
Family as an Agent in the Education Process: A Test of a Theory of Underachievement of African-American Adolescents. CEIC Research Brief, No. 105.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Academic Achievement; Adjustment (to Environment); Adolescents; *Black Students; Child Rearing; Economic Factors; *Family Influence; *Low Achievement; Parent Child Relationship; Peer Influence; *Racial Discrimination; Self Concept; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- *African Americans

Objectives of the research project described in this report were to explore the African American adolescents' perceptions of the social forces shaping their lives and well being. The project examined: (1) perceptions and understandings of racial discrimination; (2) their views of the value of schooling and the role of school achievement; (3) their self-perceptions in terms of abilities; (4) the impact of adolescents' ethnic identities on school performance and social adjustment; (5) the influence of peers on adolescents' perceptions of the importance of educational achievement; and (6) adolescents' relationships with their teachers. Parenting styles and parent-child relationships have also been examined. Findings suggest that the more African American students perceive themselves as targets of discrimination, the less they believe that schooling is important, and the more they report symptoms of anxiety and depression. African American adolescents perceive the inequalities that exist in American society, and these perceptions affect their adjustment. Additional research is needed to examine the effects of child-rearing practices common in African American families. Historical and sociological material concerning racism and discrimination in American society should be integrated into instructional material; this could have a positive effect on African American psychological adjustment and school achievement. Additional research with a focus on the African American subculture will help design programs and approaches that can overcome the effects of discrimination and socioeconomic factors. (Contains two figures and four references.) (SLD)

ED 400 364 UD 031 342

Felix-Ortiz, Maria; Newcomb, Michael D.
Risk and Protective Factors for Drug Use among Latino Boys and Girls.
PUB DATE- Aug 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Adolescents; *Drug Use; Grade

performance at each interaction point in order to construct an empirical item characteristic curve. The empirical curve was compared to the theoretical Rasch based curve and the discrepancies noted. When restrictions were placed on the analysis, the differences between the empirically derived curve and the theoretical curve were decreased. (Contains two figures, two tables, and five references.) (Author/SLD)

ED 400 285 TM 025 553

Gershon, Richard C.; Bergstrom, Betty
Individual Differences in Computer Adaptive Testing: Anxiety, Computer Literacy and Satisfaction.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Adults; *Computer Assisted Testing; Computer Literacy; *Individual Differences; *Satisfaction; *Test Anxiety; Test Length

The relationship of several individual differences variables to Computer Adaptive Testing (CAT) as compared with traditional written tests are explored. Seven hundred sixty-five examinees took a Computer Adaptive Test and two fixed-length written tests. Each examinee also answered a computer literacy inventory, a satisfaction questionnaire, and a test anxiety survey. Test anxiety was found to be a significant factor in performance on both of the written tests, but not on the CAT test. Anxiety was also found to be a significant factor on several of the items on the satisfaction questionnaire. Overall, significant factors that predict satisfaction with CAT testing included level of test anxiety, computer literacy, and test length (the CAT test varied in terms of the number of items administered). Results are discussed in terms of the political and practical implications of administering CAT tests as compared to administering traditional written tests. The results also indicate that some of the individual differences variables that have been found to affect performance on written tests are not significant in CAT. (Contains two tables and six references.) (Author/SLD)

ED 400 286 TM 025 555

Bergstrom, Betty A.; Gershon, Richard
Comparison of Item Targeting Strategies for Pass/Fail Computer Adaptive Tests.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Algorithms; Comparative Analysis; *Computer Assisted Testing; Higher Education; Item Response Theory; Maximum Likelihood Statistics; Medical Technologists; *Pass Fail Grading; *Test Length
IDENTIFIERS- *Item Selection; Rasch Model; Stopping Rules; *Target Populations

Children in an Adolescent Sample: Confirmatory Factor Analysis and Item Response Theory.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anxiety; Children; *Factor Structure; *Item Response Theory; Patients; Personality Traits; Scores; *Test Reliability; Test Use; Test Validity
IDENTIFIERS- Confirmatory Factor Analysis; *Item Discrimination (Tests); Self Report Measures; *State Trait Anxiety Inventory for Children

The reliability and validity of the State-Trait Anxiety Inventory for Children (STAIC) was studied with 675 adolescents aged 12 to 18 recruited from clinical and community sources. The STAIC is a self-report measure that has been widely used to assess state and trait anxiety of children. It has been suggested that the child version may be more useful with adolescent populations than the adult version. A three-factor solution fit the data better than a two-factor solution. The correlations between factor loadings and item response theory (IRT) slopes ranged between 0.95 and 0.98, and all of the items of the STAIC were highly discriminating. Scores from factor loadings, scores from the IRT slopes, and summary scores discriminated the groups with or without an anxiety disorder. Results from the confirmatory factor analysis and reliability study indicated that the STAIC was applicable to adolescents. (Contains 2 tables and 14 references.) (Author/SLD)

ED 400 305 TM 025 663

Brookhart, Susan M.
Student Annotation Form To Capture Reflections on Work Samples in Portfolios.
PUB DATE- 10 Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *Portfolio Assessment; Portfolios (Background Materials); Reliability; Self Efficacy; *Self Evaluation (Individuals); *Student Attitudes; Validity; *Work Sample Tests

Evidence is presented for the validity and reliability of a student annotation form used to collect student reflections on work samples in portfolios. The form was designed to be general enough to apply to many grades and subjects and simple enough for students at all levels to complete. The annotation forms asked students to indicate how difficult they found the work sample to be, whether they would like to do more work, and why. The difficulty and "do-more" questions were multiple choice, but the "why" was open-ended. For each work sample that illustrated a curriculum objective selected for inclusion in an evaluation portfolio, students completed an annotation form. Study 1 was performed with 1994 data from 367 students in

(Contains 1 table and 17 references.) (SLD)

ED 400 324 TM 025 728

Wieland, Theodora A.
Evaluation of a Student Questionnaire Developed for Rowan College of New Jersey School of Education and Related Professional Studies.
PUB DATE- Feb 96
NOTE- 107p.; Ed.D. Practicum, Nova Southeastern University
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Careers; *College Graduates; Educational Objectives; Educational Technology; Education Majors; Employment Opportunities; Evaluation Methods; *Evaluation Utilization; *Graduate Surveys; Higher Education; Questionnaires; Satisfaction; *Test Construction; *Training
IDENTIFIERS- *Rowan College NJ

Results from an alumni survey for the School of Education and Related Professional Studies of Rowan College (New Jersey) were analyzed and evaluated. The survey had been developed as a result of a previous educational practicum. Research questions were how well the School had prepared its graduates, which program goals and objectives the graduates found most useful, and whether there were areas in which the School could prepare its students better. Data collected were first presented to the individual departments of the School, and were then interpreted for the entire School. The questionnaire was sent to 300 recent graduates. Of these, 134, or 45%, were returned. Alumni felt that they had received the proper training and necessary help to feel confidant in their present jobs. They did think that the School should investigate increased training in the newer technologies needed in teaching and nursing. It was interesting to note that 83.5% of the graduates were enrolled in some form of continuing education, suggesting that the School's goal of creating life-long learners was being achieved. Ways to use the survey data most effectively are discussed. Appendixes contain a description of evaluation committee members, a cover letter, the alumni survey, and questionnaire results by school department. (Contains 11 tables and 16 references.) (SLD)

ED 400 325 TM 025 729

Bowen, William M.
Developing an Effective Performance Evaluation Instrument for Use in a Head Start Setting.
PUB DATE- 95
NOTE- 85p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Early Childhood Education; Evaluation Methods; *Job Analysis; *Performance Based Assessment; *Personnel Evaluation; Program Evaluation; *Test Construction
IDENTIFIERS- Goals 2000; *Project Head Start

Because of the Goals 200 Quality Improvement program of the federal government, Head Start agencies are being held more accountable for their employees and the overall operation of their program. To evaluate these more effectively, agencies need an effective employee evaluation instrument. Strategies based on the "School District Analysis Book" (SDAB) developed largely from Census figures in response to a Congressional mandate. Demographic and enrollment profiles of the students and profiles of the districts are presented. Of the 48 million children aged 5 to 19 years in the United States, 91% were enrolled in school below the college level. Three appendixes present concepts and definitions, information on SDAB sources and data quality, and a report on the accuracy of SDAB data. (Contains 72 figures, 2 appendix figures, 17 tables, and 5 appendix tables.) (SLD)

ED 400 345 TM 026 356

Education at a Glance: OECD Indicators.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 396p.; Document also available in French. For a related document, see TM 026 357; for the third (previous) edition, see ED 383 730.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; Educational Environment; Educational Finance; Educational Research; *Elementary Secondary Education; Evaluation Methods; Expectation; *Expenditures; Foreign Countries; *Outcomes of Education; *Resource Allocation; Social Influences; Student Characteristics
IDENTIFIERS- *International Educational Indicators; *Organisation for Economic Cooperation Development

This fourth edition of "Education at a Glance" presents a set of 43 educational indicators covering the 1993-94 school year in the member countries of the Organisation for Economic Cooperation and Development (OECD). These indicators provide regularly updated information on the organization and operation of education systems. Following the introductory section are seven chapters entitled: (1) "Demographic, Social and Economic Context of Education"; (2) "Costs of Education and Human and Financial Resources"; (3) "Access to Education, Participation and Progression"; (4) "School Environment and School/Classroom Processes"; (5) "Graduate Output of Educational Institutions"; (6) "Student Achievement and Literacy"; (7) "Labour Market Outcomes of Education". Five annexes provide a glossary and supplemental information about report preparation and participants. (Contains, apart from the organizational charts of OECD member countries' education systems, 84 tables and 64 charts.) (LMD)

ED 400 346 TM 026 357

Education at a Glance: Analysis.
PUB DATE- 96
NOTE- 76p.; Document also available in French. For a related document, see TM 026 356.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; Educational Environment; Educational Finance; *Educational Policy; Educational Research; *Elementary Secondary Education; Expectation; Expenditures; Foreign Countries; *Outcomes of Education; *Resource Allocation; Social Influences; Student Characteristics; Tables

9; Grade 10; High Schools; High School Students; *Hispanic Americans; Models; *Risk; Sex Differences; *Student Attitudes; Surveys; Urban Youth
IDENTIFIERS- California (Los Angeles); *Latinos; *Protective Factors

Risk and protective factor indices were developed to examine vulnerability to drug use among Latino high school students. Survey data was collected from 516 Latino 9th and 10th grade youth in the Los Angeles (California) area. Frequency and quantity of use data were collected for a range of drugs including inhalants, cocaine, and other hard drugs. Seventeen variables were examined for inclusion in a risk factor index (RFI) or protective factor index (PFI). The RFI consisted of low educational aspirations, perceived lack of opportunities, deviant acts, perceived community tolerance of drugs, perceived adult and peer drug use, perceived drug availability, and history of at least one suicide attempt. The PFI consisted of high emotional support, law abidance, religiosity, low emotional distress, self-acceptance, perceived parent and family support, perceived drug harmfulness, and negative history of sexual or physical abuse. Bivariate, multivariate, and structural equation models were used in the analyses. All of the variables except one were uniquely risk-inducing for these Latino youth. However, as a group, the PFI predicted several types of drug use for boys and girls. The epidemiological model is useful in beginning to understand the effects of multiple factors on drug use among Latino youth. (Contains 8 tables and 43 references.) (Author/SLD)

ED 400 365 UD 031 343

Isler, Frederick D.; And Others
Federal Title VI Enforcement To Ensure Nondiscrimination in Federally Assisted Programs.
PUB DATE- Jun 96
NOTE- 710p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Role; Civil Rights; Equal Education; Equal Opportunities (Jobs); *Federal Legislation; Financial Support; *Government Role; *Law Enforcement; Leadership; Public Agencies; Resource Allocation; *Social Discrimination; State Programs
IDENTIFIERS- *Civil Rights Act 1964 Title VI

The U.S. Commission on Civil Rights conducted a comprehensive evaluation and analysis of the leadership of the Department of Justice in its Title VI programs and of the Title VI enforcement efforts of 10 Federal agencies and 10 subagencies, including the Department of Education. The purpose of Title VI is to eliminate illegal discrimination in programs or activities funded by the Federal Government. Title VI prohibits a broad range of discriminatory activities and practices. The government's de-emphasizing of civil rights implementation, enforcement, and compliance activities, recent court decisions, and a lessening of Federal interest in state civil rights programs have resulted in deficiencies in Title VI enforcement. The Civil Rights Commission reexamined agency and subagency efforts in light of these policy changes. It is concluded that Federal Title VI enforcement programs at the Department of Justice and other agencies have extensive deficiencies. With the exception of the Department of Education, none of the agencies responsible for enforcing Title VI has an effective enforcement program. Nor do Federal agencies have the resources

The most useful method of item selection for making pass-fail decisions with a Computerized Adaptive Test (CAT) was studied. Medical technology students (n=86) took a computer adaptive test in which items were targeted to the ability of the examinee. The adaptive algorithm that selected items and estimated person measures used the Rasch model and a version of maximum likelihood estimation. The stopping rule was based on confidence in the pass/fail decision. Results indicate that when test length is sufficient, targeting items at the ability of the examinee and using a confidence level stopping rule results in the most efficient computer adaptive test for making a pass/fail decision. Examinees whose ability is clearly above or below the pass/fail point then take a minimum number of items, but those whose ability is near the pass point take a test of precision comparable to a test of items targeted at the pass/fail point. An appendix contains an examinee map for the test and a map key. (Contains two tables, three figures, and six references.) (SLD)

ED 400 287 TM 025 556

Bergstrom, Betty; And Others
Computerized Adaptive Testing Exploring Examinee Response Time Using Hierarchical Linear Modeling.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Adults; Certification; *Computer Assisted Testing; Difficulty Level; *Reaction Time; Responses; Student Characteristics; Test Anxiety; Test Construction; *Test Items; Test Length; *Timed Tests
IDENTIFIERS- *Hierarchical Linear Modeling

Examinee response times from a computerized adaptive test taken by 204 examinees taking a certification examination were analyzed using a hierarchical linear model. Two equations were posed: a within-person model and a between-person model. Variance within persons was eight times greater than variance between persons. Several variables significantly predicted within-person variance. Response time increased with increasing items, test length, and increasing relative item difficulty. Item sequence was negatively related to response time, and some content areas required more time than others. Examinees spent more time on items they got wrong than on items they got right, and they took longer to respond when the correct answer was A, B, or C than when the correct answer was D. Only one variable, test anxiety, significantly predicted variance between examinees. Examinee age, sex, first language, and ethnicity did not predict between-person variance, and low-ability examinees did not take longer to respond to items than high-ability examinees. Understanding how item characteristics impact on response time may allow test developers to allot total test time based on the response time history of the individual test items. This study also suggests that examinee characteristics are generally not related to response time, but that more controllable factors such as item length, position of the keyed correct answer, and use of figures do contribute to response items. An appendix contains the anxiety survey. (Contains 1 figure, 5 tables, and 12 references.) (Author/SLD) grades 1 though 10 and a total of 1,678 annotated work samples. The validity and reliability of the difficulty and do-more judgments were confirmed. A constructed measure of academic self-efficacy, which looked promising at first, failed a validity check. Study 2 used data from 1995 for 313 students in the same grades, and a total of 2,862 annotated work samples. The quantitative reliability and validity results were replicated for the difficulty and do-more questions. (Contains 1 figure, 15 tables, and 11 references.) (Author/SLD)

ED 400 306 TM 025 665

Brookhart. Susan M.; Masciola, Douglas A.
The Validity and Reliability of Portfolio Assessment of Eighth Grade Language Arts Students.
PUB DATE- 9 Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criteria; Decision Making; Grade 8; Junior High Schools; *Junior High School Students; *Language Arts; Pilot Projects; *Portfolio Assessment; Portfolios (Background Materials); Scoring; Statistical Bias; *Student Placement; Urban Schools; Writing Tests

A pilot validity study was conducted of the use of eighth-grade language arts portfolios for ninth-grade English placement decisions (academic or general) in a school district that consists of a city and an independent borough. Portfolios offered an opportunity to collect and examine multiple measures of performance for decisions previously made on the basis of language arts grades. Criteria-for-Placement sheets were designed as cover sheets for the portfolios, and portfolio contents, placement criteria, and rubric design were aligned with the transitional outcomes defined. Writing samples were scored on four dimensions and used with other criteria such as test scores, grades, and work and study habits to place 123 students. The effect of the new criteria was to make recommendations for Academic English more rigorous. The Criteria-for-Placement form exhibited acceptable validity and reliability in the pilot study. Examination of rater bias and of student outcomes after placement are recommended for further study. (Contains eight unnumbered tables and three references.) (SLD)

ED 400 307 TM 025 671

Williams, Janice E.; Coombs, William T.
An Analysis of the Reliability and Validity of Bandura's Multidimensional Scales of Perceived Self-Efficacy.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; Construct Validity; Factor Analysis; Factor Structure; High Schools; *High School Students; *Self Efficacy; *Student Attitudes; *Test

were implemented in an agency that provides services to over 400 families and children to develop an effective instrument to use in the Head Start setting, one that is related to employees job descriptions. The strategies began with developing questionnaires for use in-house and outside the agency at other Head Start programs. Strengths and weaknesses in the current evaluation system were identified through these questionnaires. A rough draft instrument was developed and evaluated by staff members. A revised draft was then evaluated and approved by five management team members. A first step in developing a personnel evaluation instrument for Head Start programs is to be sure that the existing job description is accurate and appropriate. A second is to refer to existing instruments in the research literature in order to capitalize on the information that is available. Ten appendixes present background materials, including surveys and letters, and the employee evaluation instrument. (Contains 1 table, 4 figures, 1 appendix chart, 7 appendix figures, and 26 references.) (SLD)

ED 400 326 TM 025 730

Woodruff, David J.
A Note on a Relationship between Covariance Matrices and Consistently Estimated Variance Components. ACT Research Report Series 95-2.
PUB DATE- Aug 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Variance; *Estimation (Mathematics); Matrices; *Test Items
IDENTIFIERS- *Covariance Matrices; *Variance (Statistical)

The one observation per cell two-way items by examinees random effects analysis of variance (ANOVA) with all error components zero is considered. The estimated variance components are expressed as functions of the inter-item covariance matrix and the inter-examinee covariance matrix. These expressions show that under the random effects model if the inter-item and inter-examinee covariance matrices are unconstrained then both the number of items and the number of examinees must approach infinity for the estimates of any of the variance components to be consistent. However, if these two covariance matrices are constrained so that each has homogeneous variances and convariances, then consistent estimates of the variance components can be obtained without both the number of items and the number of examinees simultaneously approaching infinity. (Contains seven references.) (Author)

ED 400 327 TM 025 732

Schedl, Mary; And Others
An Analysis of the Dimensionality of TOEFL Reading Comprehension Items. TOEFL Research Reports, 53.
PUB DATE- Mar 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *English (Second Language); Factor Analysis; Factor Structure; *Language Tests; *Limited English Speaking; *Reading Comprehension; Reading Tests; Second Language Learning; Test Construction; Test Items; *Thinking Skills
IDENTIFIERS- *Dimensionality (Tests); NOHARM Computer Program;

(Data)
IDENTIFIERS- *International Educational Indicators

This new annual publication, a companion volume to the fourth edition of "Education at a Glance: OECD Indicators," presents a series of concise analyses on themes relevant to educational policy, based upon selected international education indicators. The analyses are presented in the following four chapters: (1) "An Overview of Enrolment (sic) and Expenditure Trends"; (2) "Educational Outcomes: Measuring Student Achievement and Adult Competence"; (3) "Transition from School to Work"; (4) "Teachers' Pay and Conditions". One annex offers "Data for the Figures" in 22 tables. (Author/LMD)

ED 400 347 TM 026 358

The National Education Goals Report, Building a Nation of Learners, 1996.
PUB DATE- 96
NOTE- 178p.; For the 1996 executive summary, see TM 026 359; for the 1995 report, see ED 389 097.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Educational Improvement; *Educational Objectives; *Elementary Secondary Education; Federal Programs; Mathematics Instruction; *National Surveys; Reading Instruction; Science Instruction; *Standards; State Programs; State Standards; *Student Evaluation
IDENTIFIERS- *National Education Goals 1990

The National Education Goals Report serves as a barometer of the nation's progress toward the national education goals defined in early 1990. This year's report, sixth in a series of annual reports planned through the year 2000, focuses on standards and assessments, two areas of educational reform which are currently of interest to state and local communities. The report also updates information reported in 1991-1995 to indicate changes since the baseline reporting year whenever additional data has become available. Chapter 1 answers frequently asked questions about setting standards and creating assessments and provides knowledge so that parents and students can actively participate in discussions and the decision making process in their communities. Examples of challenging state assessment programs and activities from Maryland, Connecticut, and Kentucky are given. Chapter 2 summarizes progress on each of the 25 core indicators and takes each of the national goals and summarizes what has been learned since 1991 and what remains to be discovered in that goal area. Chapter 3 outlines each state's progress on a set of core indicators that is similar to the national core indicators. Overall, the Goals Panel stresses that it will be impossible to achieve the National Education Goals unless states and local communities demand more from their students by setting rigorous standards for student achievement and by designing new forms of assessment to determine whether students have mastered challenging subject matter. Appendices include technical notes and sources for the national and state core indicators. (Contains 8 tables and 25 graphs.) (MAK)

ED 400 348 TM 026 359

The National Education Goals Report. Commonly Asked Questions about Standards and Assessments. Executive Summary, 1996.
PUB DATE- 96

or pe-sonnel to examine the operations of state and local agencies that administer Federal funds to determine their level of Title VI enforcement. Numerous and detailed recommendations are made for ensure meaningful, uniform, and comprehensive enforcement of Title VI of the Civil Rights Act. (Contains 16 tables.) (SLD)

ED 400 288 TM 025 557

Stahl, John; And Others
On-Line Performance Assessment Using Rating Scales.
PUB DATE- Apr 96
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Software Development; Cost Effectiveness; Interrater Reliability; Item Response Theory; Occupational Therapy; *Online Systems; *Performance Based Assessment; *Rating Scales; Rehabilitation; *Scoring; Technological Advancement; Test Construction; Training
IDENTIFIERS- *Assessment of Motor and Process Skills; Calibration; Process Skills; *Rasch Model

On-line performance assessment was developed to maximize the usefulness of performance assessment and to minimize the time and labor costs incurred. This paper reports on the development of an on-line performance assessment instrument, focusing on the establishment and validation of the scoring rubric and its implementation in the Rasch model, the training of raters, and technological implementation of the instrument. The instrument discussed is the Assessment of Motor and Process Skills (AMPS), a performance instrument used by occupational therapists to determine the effectiveness of a program of rehabilitative therapy for clients. Clients complete skills from the assessment and are rated for difficulty and level of challenge they can handle. A computerized scoring version was developed with software that depends on calibrations of task and skill items developed from previously collected AMPS data. Approximately 3,300 clients were used in the initial study, and data from 4,766 clients were used in the final calibration. The resulting instrument is a highly portable and user-friendly program that helps therapists manage therapeutic regimes for their clients. Approximately two-thirds of the paper consists of appendixes containing the program user manual and sample reports. (Contains one table and five references.) (SLD)

ED 400 289 TM 025 558

Shuster, Claudia; And Others
A Study of Kindergarten and First Grade Report Cards: What Are Young Children Expected To Learn?
PUB DATE- 9 Apr 96
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Coding; Competition; *Grade 1; Grade Repetition; Grades (Scholastic); *Grading; *Kindergarten; Knowledge Level; Mathematics; Primary Education; *Report Cards; School Districts; *Student Evaluation; Young Children
IDENTIFIERS- *Connecticut

This study investigates the content and coding systems of kindergarten and first grade report cards from 57 Connecticut school districts. Report cards differed among districts in

Reliability; Test Use
IDENTIFIERS- Academic Self Concept; *Multidimensional Scales of Perceived Self Efficacy; Scree Test; *Self Regulation

The reliability of A. Bandura's Multidimensional Scales of Perceived Self-Efficacy (MSPSE) was studied using the Cronbach alpha measure of internal consistency. The divergent validity of the MSPSE was also examined using subscale correlations, and the construct validity of the measure was studied through application of principal axes factor analysis. A sample of 500 college-bound high school students completed the MSPSE. A three-factor model was selected based on previous empirical findings, application of the scree test of R. B. Cattell, and consideration of the theoretical nature of the factors. The three factors were identified and labeled as: (1) social efficacy; (2) academic efficacy; and (3) self-regulatory. Interrelationships among the factors are examined, and potential uses of the MSPSE were discussed. (Contains 5 tables and 16 references.) (Author/SLD)

ED 400 308 TM 025 679

Cizek, Gregory J.; Fitzgerald, Shawn M.
A Comparison of Group and Independent Standard Setting.
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Group Dynamics; Judges; *Knowledge Level; *Licensing Examinations (Professions); *Physicians; Standards
IDENTIFIERS- *Angoff Methods; Experts; Group Process Training; *Standard Setting

A group-process approach to standard setting was compared to an independent approach for a medical specialty certification examination. Both approaches used the Angoff (1971) standard-setting method. In the group-process method, reviewers discussed items and their ratings during the rating process; in the independent condition, reviewers provided their ratings in isolation. The effects of having previous exposure to the group-process condition or the independent condition, the effects of knowing other reviewers initial ratings, and the cost effectiveness of the procedures were studied. Participants were 10 subject matter specialists, 5 in each condition. Reviewers in the independent condition made original ratings and then submitted a second rating after they were notified of ratings provided by other reviewers (the "with-information" condition). The results demonstrated fairly large, although nonsignificant, differences in results obtained by group and independent reviewers using the same standard-setting method on identical test content. Although the differences were not statistically significant, a substantial effect on pass-fail decisions was noted. A reviewer's "with information" rating could be fairly well predicted by knowledge of the reviewer's original rating and knowledge of the group mean. Both independent conditions were more economically feasible for the small-panel situation in that they appeared to require a smaller time commitment from participants. (Contains 11 tables and 11 references.) (SLD)

ED 400 309 TM 025 680

*Test of English as a Foreign Language; Test Specifications

The issue of what exactly is measured by different types of reading items has been a matter of interest in the field of reading research for many years. Language teaching and testing specialists have raised the question of whether a reading test for foreign students wishing to enter a university in the United States should include questions testing abilities beyond linguistic and very general discourse competencies, or indeed whether it is possible to separate these language competencies from other competencies. This study investigates the dimensionality of the Test of English as a Foreign Language (TOEFL) reading test, based on the specifications in use as of April 1991. Of particular interest was whether four item types identified in the test specification as "reasoning items" could be shown to measure, in addition to general reading ability, any abilities not measured by the other item types in the test. Two techniques, Stout's procedure and NOHARM analyses, were used to investigate the hypothesized two-factor model. In both cases the data failed to fit the model, indicating that TOEFL "reasoning items" cannot be shown to measure a unique construct. However, the followup exploratory analyses indicated that all 10 test forms used in the study violated the assumption of essential unidimensionality, and all of the forms appeared to fit a two-factor model where the second factor may be related to passage content or position. (Contains 4 tables, 7 figures, and 20 references.) (Author/SLD)

ED 400 328 TM 025 733

Nissan, Susan; And Others
An Analysis of Factors Affecting the Difficulty of Dialogue Items in TOEFL Listening Comprehension. TOEFL Research Reports, 51.
PUB DATE- Feb 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Dialogs (Language); *Difficulty Level; English (Second Language); Item Banks; Language Tests; *Listening Comprehension Tests; Test Construction; Test Format; Test Items; *Vocabulary
IDENTIFIERS- *Test of English as a Foreign Language

One of the item types in the Listening Comprehension section of the Test of English as a Foreign Language (TOEFL) test is the dialogue. Because the dialogue item pool needs to have an appropriate balance of items at a range of difficulty levels, test developers have examined items at various difficulty levels in an attempt to identify their features. In this study, a classification system was created for certain item features, a sample of the current dialogue item pool was classified, and data analyses were conducted in an attempt to characterize the features of easy and difficult dialogue items. The results of the analyses indicate that, of the features studied, five were significant: (1) the presence of infrequent oral vocabulary; (2) the sentence pattern of the utterances in the stimulus; (3) the presence of negatives in the stimulus; (4) the necessity of making an inference to answer the item; and (5) the roles of the speakers in the stimulus. An appendix discusses the dialogue item and presents examples, and presents the Item Classification form. (Contains 3 figures, 14 tables, and 46 references.) (Author/SLD)

ED 400 329 TM 025 734

NOTE- 44p.; For the core report, see TM 026 358; for the 1995 executive summary, see ED 389 100.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Improvement; *Educational Objectives; *Elementary Secondary Education; Federal Programs; Mathematics Instruction; *National Surveys; Reading Instruction; Science Instruction; *Standards; State Programs; State Standards; *Student Evaluation
IDENTIFIERS- *National Education Goals 1990

This executive summary of the National Educational Goals Report 1996 serves as a barometer of the U.S.'s progress toward the National Education Goals defined in early 1990. This year's report, sixth in a series of annual reports planned through the year 2000, focuses on standards and assessments, two areas of educational reform which are currently of interest to state and local communities. The report also updates information reported in 1991-1995 to indicate changes since the baseline reporting year whenever additional data has become available. Part 1 of the summary takes each of the national goals and highlights a few key findings in that area since 1991. Part 2 answers frequently asked questions about setting standards and creating assessments at the state and local level and provides knowledge so that parents and students can actively participate in discussions and the decision making process in their communities. Examples of challenging state assessment programs and activities from Maryland, Connecticut, and Kentucky are given. Part 3 outlines the U.S.'s progress since the baseline year on a set of core indicators in each National Education Goal area. Overall, the Goals Panel stresses that it will be impossible to achieve the National Education Goals unless states and local communities demand more from their students by setting rigorous standards for student achievement and by designing new forms of assessment to determine whether students have mastered challenging subject matter. (MAK)

ED 400 349 UD 031 272

Crowson, R. L.; Boyd, W. L.
Structures and Strategies: Toward an Understanding of Alternative Models for Coordinated Children's Services. Number 93-5b.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Ancillary School Services; Cooperative Programs; Elementary Secondary Education; Incentives; *Institutional Characteristics; *Integrated Services; Models; Partnerships in Education; Program Evaluation; Research Needs; School Community Programs; *Social Services; *Urban Areas; Urban Problems
IDENTIFIERS- *Goal Setting; School Based Services

This paper compares and analyzes features of the models represented in five efforts to provide coordinated services for children and families located in five cities in an effort to determine how best to study these programs in the future. The programs are: (1) the Minneapolis Youth Trust (Minnesota), a city-wide partnership of member organizations; (2) the Nation of Tomorrow, Chicago (Illinois), a college, community, and school partnership; (3) the School of the Future initiative, number of items, emphasis on curriculum areas and learning dimensions, and coding systems. Kindergarten report cards were more likely to emphasize discrete skills and knowledge; first grade cards were more likely to emphasize processes and dispositions of learning. Kindergarten report cards were more likely to use coding systems emphasizing continuous progress; first grade coding systems were more likely to emphasize competition and adherence to rigid expectations. Report card content also related to other district practices. Districts in which kindergarten report cards emphasized skills in language arts were significantly more likely to retain children in kindergarten and first grade. Districts in which the first grade report card emphasized skills in mathematics were less likely to include handicapped children in their regular classes in both kindergarten and first grade. (Contains 6 tables, 6 figures, and 26 references.) (Author/SLD)

ED 400 290 TM 025 561

Myerberg, N. James
Performance on Different Test Types by Racial/Ethnic Group and Gender.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Constructed Response; Educational Assessment; Elementary Education; *Ethnic Groups; Language Arts; Low Income Groups; *Mathematics; Multiple Choice Tests; *Racial Differences; *Reading; *Sex Differences; Test Format; *Test Results; Test Use
IDENTIFIERS- High Stakes Tests; *Montgomery County Public Schools MD; Short Answer Tests

As is consistent with national trends, the Montgomery County (Maryland) Public School System is exploring the use of instruments other than multiple-choice tests for high-stakes testing. This paper presents information on racial, ethnic, and gender differences in performance on the various types of tests being administered in the district. Sharing such information among school systems will help in the evaluation of new types of assessment. The six assessments used in the study were: (1) a mathematics multiple choice test given to grades 3 to 8; (2) a mathematics short answer test for grades 3 to 8; (3) a locally developed mathematics extended answer test for grades 4, 6, and 7; (4) a reading multiple choice test for grades 3 to 8; (5) a language arts extended answer test for grades 4, 6, and 7; and (6) the Maryland School Performance Assessment program for grades 3, 5, and 8. There were no meaningful differences in mathematics performance by racial and ethnic group across the different types of test studied. Nonmultiple-choice reading and language arts assessments favored nonwhite students. Nonmultiple-choice tests, whether in mathematics or language arts and reading, favored females over males. The largest difference between students on reduced-cost or free meals and others was in reading and language arts, where lower income students had substantially larger gains when moving from multiple-choice to nonmultiple-choice assessments. (Contains one reference and three tables.) (SLD)

ED 400 291 TM 025 562

McCallister, Cynthia
Exploring Where the "Self" and "Study" Intersect:
Autobiographical Inquiry as a Framework for Qualitative Research.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; College Instruction; Higher Education; *Personal Narratives; *Qualitative Research; *Research Methodology; Self Concept; *Teaching Methods
IDENTIFIERS- *Self Reflection; *Teacher Researchers

The relationship between research and autobiography is explored. The planned study was a qualitative study of literacy methods instruction at the college level, a case study of one class of students and their professor. The study was based on the premise that preservice teachers need experience-based learning opportunities in the classroom in order to acquire a practical teaching pedagogy and knowledge base. As the study progressed, it became not just an observer's account of another teacher, but a self-reflective and open-ended research narrative. The issue of the researcher's subjectivity became an important dimension of the work. Unless the researcher understood herself in relation to the study, there was no basis for judging alternatives, initiating change, and responding to students' needs in the learning process. Autobiography became a link between theory and practice in the dual roles of teacher and researcher. It played a role by allowing the researcher to make sense of experience after the fact. (Contains three handout pages and nine references.) (SLD)

ED 400 310 TM 025 681

Franks, Melvin E.; And Others
An Analysis of NAEP Trial State Assessment Data Concerning the Effects of Computers on Mathematics Achievement.
PUB DATE- Apr 96
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Assisted Instruction; *Educational Policy; Ethnicity; Grade 8; Junior High Schools; *Junior High School Students; *Mathematics Achievement; *Minority Groups; Racial Differences; Sex Differences; Socioeconomic Status
IDENTIFIERS- Hierarchical Linear Modeling; *Mississippi; National Assessment of Educational Progress; *Trial State Assessment (NAEP)

The National Assessment of Educational Progress (NAEP) serves as the nation's primary indicator of what school children know and can do. This study examines the policy relevant variable, computer use in the classroom, as indicated by the 1992 NAEP Trial State Assessment data for Mississippi. After a preliminary examination of other variables relevant to educational policy, a hierarchical linear model analysis was

Diones, Ruth; And Others
The Dimensionality of Responses to SAT Analogy Items.
PUB DATE- Jan 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Entrance Examinations; Factor Analysis; Factor Structure; Higher Education; *Problem Solving; *Responses; *Test Items; *Undergraduate Students
IDENTIFIERS- Analogies; *Dimensionality (Tests); *Scholastic Aptitude Test

This study continued the research on analogy problem-solving on psychometric tests pursued by I. I. Bejar, R. Chaffin, and S. Embretson (1991). Characteristics of a semantic taxonomy and a cognitively and empirically motivated intensional/pragmatic (I/P) dichotomy were explored. There were two research questions: (1) Could the results of Bejar et al. be replicated with items from the Scholastic Aptitude Test (SAT)? and (2) Would factor analyses support the bidimensional processing structure suggested by the I/P distinction? A specially constructed test of disclosed SAT analogies was administered to a group of 189 undergraduate students. Although factor analyses did not support the expected bidimensionality, a better understanding of both the semantic taxonomy and the I/P dichotomy was achieved. Suggestions are given for future research. (Contains 2 tables, 7 figures, and 21 references.) (Author/SLD)

ED 400 330 TM 025 735

Bridgeman, Brent; McHale, Frederick
Gender and Ethnic Group Differences on the GMAT Analytical Writing Assessment.
PUB DATE- Feb 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission (School); Asian Americans; Black Students; College Entrance Examinations; *Cultural Differences; *Ethnic Groups; Higher Education; Hispanic Americans; Limited English Speaking; *Minority Groups; Racial Differences; *Sex Differences; White Students; *Writing Tests
IDENTIFIERS- Analytical Tests; *Graduate Management Admission Test; Latinos

Gender and ethnic group differences on the Analytical Writing Assessment that is part of the Graduate Management Admissions Test were evaluated. Data from the first operational administration for 36,583 examinees in October 1994 were used. Standardized differences from the White male reference group were computed separately for men and women in four ethnic groups: (1) White; (2) Asian American; (3) African American; and (4) Hispanic/Latino. Within the White, African American, and Hispanic/Latino groups, women received higher scores than men on the Analytical Writing Assessment; in the Asian American group, men received higher writing scores, but the difference was not as great as on the Verbal score. Examinees whose best language was not English scored relatively higher on the Analytical Writing Assessment than on the Verbal measure. Simulations of eligibility for an admissions pool suggested that the addition of the Analytical Writing score would noticeably increase the number of women in the pool, but would have virtually no impact on ethnic minorities. Rater and score

Houston (Texas), a project for school-based services; (4) the Family Service Center, Los Angeles (California), a center for school-based services; and (5) A Child's Place, Charlotte (North Carolina), which provides services for homeless children and families. The review of the different program models indicates that, regardless of program specifics, certain areas are essential to a structural analysis. The first is the goal structuring process, and the second is the area of institutional interests and reward systems. The third focus should be on institutional environmental control, and the fourth should be the examination of institutional conventions. Every experiment in children's services coordination should be examined as a point along a process continuum from little or no integration of services to a collaborative ideal by exploring these four institutional characteristics. (Contains 4 tables and 48 references.) (SLD)

ED 400 350 UD 031 279

Crowson, Robert L.; Boyd, William L.
Achieving Coordinated, School-Linked Services: Facilitating Utilization of the Emerging Knowledge Base. Number 94-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 38p.; Paper presented at the Invitational Conference on "Improving Urban Schools: Better Strategies for the Dissemination and Utilization of Knowledge," sponsored by the National Center on Education in the Inner Cities (Alexandria, VA, September 8-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Ancillary School Services; Cooperative Programs; Elementary Secondary Education; *Institutional Characteristics; *Integrated Services; Knowledge Level; Organizational Development; Partnerships in Education; Program Evaluation; Research Needs; School Community Programs; *Social Services; Technical Assistance; *Urban Areas; Urban Problems
IDENTIFIERS- *Goal Setting; School Based Services

It has long been recognized that organizations that provide education, health and other services to children and families do not work together easily, although coordination is recognized as desirable. This exploration of facilitation strategies in service coordination draws upon the study by the Center on Education in the Inner Cities of projects in Houston (Texas), Chicago (Illinois), East Los Angeles (California), and Minneapolis (Minnesota). The new perspective on how much institutions matter, characterized as the "New Institutionalism," suggests that there are two key insights to consider in exploring the institutional side of service coordination. The first is that institutions under environmental pressure tend to protect their "core" technologies, and may tend to become more fragmented under pressure to change. The second insight is that deeply embedded routines, rules, and scripts are those most likely to result in eventual collaboration if they are taken into account by nurturing collaboration from within. Efforts to promote collaboration requires a better understanding of the kinds of technical assistance needed. (Contains 44 references.) (SLD)

ED 400 351 UD 031 313

Myerberg, N. James
Inter-rater Reliability on Various Types of Assessments Scored by School District Staff.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Achievement Tests; Educational Assessment; Elementary Secondary Education; *Evaluators; *Interrater Reliability; Language Arts; Mathematics Tests; *School Districts; Scores; *Scoring; Test Format; Test Use; *Training
IDENTIFIERS- High Stakes Tests; Monitoring; *Montgomery County Public Schools MD; Short Answer Tests

The Montgomery County (Maryland) public school system has started using assessments other than multiple-choice tests because it is felt that this will provide school staff with better information about the success of the instructional program. One of the ways assessments can provide better information is by having teachers score student papers. This, however, can conflict with another goal of the assessment program, high-stakes accountability for schools. An immediate solution to this potential source of conflict has been to have teachers score the papers in a centralized setting with extensive training and control, including the random assignment of papers. The three tests that the system has scored in this way are mathematics short-answer, mathematics extended-answer, and language arts extended-answer tests. Scorers had intensive training and close monitoring. Scoring consistency was evaluated by correlations between scorers and the percent of large differences between scorers. Reliability results indicate that constant, active monitoring is required to achieve consistent scoring, and that it is more difficult to score language arts assessments consistently than mathematics assessments. Attachments present the mathematics scoring rubric and a sample scoring report a rater would receive. (Contains three tables.) (SLD)

ED 400 292 TM 025 565

Brown, William L.; And Others
The Reliability and Validity of Mathematics Performance Assessment.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; Grade 5; Intermediate Grades; *Interrater Reliability; Item Response Theory; *Mathematics; *Performance Based Assessment; *Problem Solving; Psychometrics; Scoring; Test Reliability; *Test Validity
IDENTIFIERS- *FACETS Computer Program; FACETS Model; *Minneapolis Public Schools MN; Rasch Model

This study presents psychometric characteristics of the mathematics problem solving performance assessment used in the performed for the composite mathematics score within the eighth grade in Mississippi. Gender, race-ethnicity, and socioeconomic differences in scores were identified, and their correlation with school and student variables was explored. In Mississippi, 53% of students did not have computers available in their classrooms. While neither availability/access nor frequency of computer use was found to be statistically significantly associated with average school achievement, both variables showed associations with the gap between minority and nonminority students. In schools where computers were the most available and accessible, the gap between minority and nonminority students was significantly reduced. Implications of these findings for educational policy are provocative. (Contains 6 tables, 9 figures, and 18 references.) (SLD)

ED 400 311 TM 025 683

Thompson, Tony D.; Pommerich, Mary
Examining the Sources and Effects of Local Dependence.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; English; *Item Response Theory; Mathematical Models; Scoring; *Standardized Tests; Test Construction; *Test Reliability
IDENTIFIERS- Conditional Independence; Dimensionality (Tests); *Item Dependence; *Local Independence (Tests); NOHARM Computer Program; Polytomous Scoring; Speededness (Tests); Three Parameter Model

Conditional item independence, also known as local independence, is necessary for the accurate estimation of item parameters within item response theory (IRT). Given that the condition of local independence will be violated to at least some degree when unidimensional models are used to represent multidimensional data, it is important to study the robustness of the unidimensional IRT models under these conditions. This paper identifies the sources and effects of local dependence for a national standardized achievement English test. The G-squared index and NOHARM (C. Fraser, 1988) residual analysis were selected as the most appropriate measures of evaluating the sources of local dependence. Results of the two analyses show that the last 20 items of the English test contain local dependence, which is primarily a speededness effect. It is also apparent that the item parameter estimates of the three-parameter model were affected by this dependence. Results are similar to those of previous research in that local dependence was found to affect estimated information and reliability when the test was scored polytomously. (Contains 6 tables, 6 figures, and 20 references.) (SLD)

ED 400 312 TM 025 687

Green, Kathy E.; Kluever, Raymond C.
The Responsibility Scale.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English

reliability were reasonably consistent across ethnic and gender groups. (Contains 4 tables, 9 figures, and 11 references.) (Author/SLD)

ED 400 331 TM 025 736

Bridgeman, Brent; And Others
Reliability of Advanced Placement Examinations.
PUB DATE- Feb 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement; *College Entrance Examinations; *Error of Measurement; Higher Education; High Schools; *High School Students; Interrater Reliability; *Scores; Statistical Analysis; *Test Reliability
IDENTIFIERS- *Advanced Placement Examinations (CEEB); Free Response Test Items; *Inconsistency

The various methods for computing the reliability of scores on Advanced Placement (AP) examinations are summarized. For the free response portion of the examinations, raters can contribute to score unreliability through both systematic severity errors (in which some raters consistently rate more severely than other raters) and through inconsistency. Inconsistency appears to be a much greater problem than systematic severity errors. Question-to-question variation (or score reliability) is seen as a greater problem than rater inconsistencies. The impact of increasing or decreasing the number of topics is demonstrated by showing the proportion of students correctly classified as the number of topics changes using the results of AP examinations for the 1993 school year. Procedures to enhance both rate and score reliability are discussed. A table of score reliability and correct grade classifications is presented as an appendix. (Contains 1 table, 3 figures, 1 appendix table, and 15 references.) (Author/SLD)

ED 400 332 TM 025 737

Bridgeman, Brent; And Others
Choice among Essay Topics: Impact on Performance and Validity.
SPONS. AGENCY- College Entrance Examination Board, New York, N.Y.
PUB DATE- Feb 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Placement; *Essay Tests; European History; High Achievement; High Schools; *High School Students; *Performance Factors; *Scores; *Student Attitudes; Test Results; *Test Validity; United States History
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Choice Behavior

This study assessed the ability of high school advanced placement history students to choose the essay topic on which they can get the highest score. A second, equally important, question was whether the score on the chosen topic was more highly related to other indicators of proficiency in history than the score on the unchosen topic. Overall, for both U.S. and European history, scores were about one-third of a standard deviation higher for the preferred topic than for the other topic. For U.S. history, about 32% of the students made the wrong choice; that is, 32% got a higher score on the other topic than on the preferred topic. In European history, 29%

Eubanks, Segun C.
The Urban Teacher Challenge: A Report on Teacher Recruitment and Demand in Selected Great City Schools.
PUB DATE- May 96
NOTE- 29p.; Prepared on behalf of the Urban Teacher Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Ethnic Groups; *Language Minorities; *Minority Groups; *School Districts; Schools of Education; Special Education; Teacher Certification; Teacher Education; *Teacher Recruitment; Teacher Supply and Demand; Urban Education; Urban Problems; Urban Schools; *Urban Teaching
IDENTIFIERS- *Council of Great City Schools

The urban teacher recruitment challenge documented in this report is the harbinger of potentially more serious nationwide shortages to come. The need for teachers of color in America's schools has already reached critical proportions. Data in this report were collected as part of a broad-based commitment to improved teacher recruitment and development by Recruiting New Teachers, Inc. (RTC) and its Urban Teacher Collaborative partners. In 1995 RTC mailed surveys to human resources administrators and superintendents in districts that are members of the Great City Schools. Thirty-nine of the 47 districts responded. Their responses indicate that special education is the teaching area in greatest demand, followed by science, mathematics, bilingual education, elementary education, and English as a second language. Districts were asked about the ways they try to recruit teachers. Some 76.9% of districts allow noncertified teachers to teach and 43.6% offer programs designed to prepare teacher aides for licensed teaching positions. The majority of districts also offer opportunities for middle and high school students to explore careers in teaching. A survey responded to by 39 of the 50 Great City Colleges of Education profiled efforts to recruit minority students and described special placement programs to interest graduates in urban teaching positions. Results of both surveys confirm the immediate and anticipated demand for new urban teachers, especially teachers of color and language minorities. (Contains 14 graphs.) (SLD)

ED 400 352 UD 031 314

Pinderhughes, Raquel; And Others
The LATSTAT Report: Poverty and Inequality in San Francisco. Focus on Latino Families and Children.
SPONS. AGENCY- San Francisco Foundation, Calif.; San Francisco State Univ., Calif.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; *Disadvantaged Youth; Educational Attainment; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Ethnic Groups; *Hispanic Americans; Low Income Groups; Minority Groups; *Poverty; *Socioeconomic Status; Spanish Speaking; *Urban Problems; Urban Schools
IDENTIFIERS- *California (San Francisco); *Latinos

This report focuses on poverty and social inequality in San Francisco (California), presenting basic demographic

Minneapolis Public Schools, focusing on the interrater reliability, scoring reliability, and validity of the assessment. The Minneapolis Math Problem Solving Assessment (MPSA) was established in 1991. Students are asked to solve two complex problems, and written communication is a strong component of the assessment. The problems are scored on strategy, quality of solution, math communication, mathematical reflection and connection, and sentence structure, spelling, and mechanics. This study analyzed the 2,600 papers done by about 1,300 students in grade 5 using the FACETS model. FACETS is an extension of the one-parameter item response theory, or Rasch model, which parameterizes each facet of performance assessment into a common scale and enables one to compare elements within one facet and to compare different facets. Using FACETS with classical test theory allowed evaluators to examine interrater reliability, interrater agreement, and validity. Results support the validity and reliability of the MPSA and provide information that can be used to improve the assessment. (Contains 4 figures, 8 tables, and 14 references.) (SLD)

ED 400 293 TM 025 566

Du, Yi; And Others
Differential Facet Functioning Detection in Direct Writing Assessment.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Elementary School Students; Elementary Secondary Education; *Essay Tests; High School Students; Identification; Interrater Reliability; *Item Bias; Item Response Theory; *Performance Based Assessment; Sex Differences; *Test Construction; Writing (Composition); *Writing Tests
IDENTIFIERS- *Direct Writing Assessment; FACETS Computer Program; *FACETS Model; Illinois Goal Assessment Program; Rasch Model

In the framework of performance assessment, because of the involvement of many facets, the development of ways to detect differential item functioning or differential facet functioning (DFF) has lagged beyond the practical needs of test developers. To monitor the validity and fairness of an assessment, it is critical to discover a method that can detect multiple sources of potential DFF from raters, item, topics, and other facets. Many-faceted Rasch modeling with the FACETS software provides a powerful way to detect DFF in performance assessment. This study focuses on raters and topic types as two sources of DFF using the FACETS model. Data came from 1,734 essays written by 867 students in grades 6, 8, and 10 as part of the Illinois Goal Assessment Program. A measurement model of eight facets was used. With the FACETS model, DFF analysis of raters identified biased raters. Evidence was also found that bias on the part of these raters affected students' writing ability estimates. DFF statistics for topic types and student demography showed effects of performance of topic types on student subgroups and provided evidence of gender and age impacts on different topic types. (Contains 3 figures and 12 tables.) (SLD)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Discriminant Analysis; *Doctoral Dissertations; Doctoral Programs; Factor Analysis; *Graduate Students; Graduate Study; *Individual Differences; *School Responsibility; Student Attitudes; *Student Responsibility; Teacher Education; *Teacher Responsibility
IDENTIFIERS- Rasch Model

As individuals mature, they show increasing responsibility for events in their lives, but with variation in this form of maturation from one individual to another. These individual differences can be observed in doctoral candidates' activities associated with completion of the doctoral dissertation. The purpose of this study was to assess doctoral candidates' concepts of responsibility associated with dissertation completion, questioning who is perceived as responsible for different dissertation tasks and whether the student or the university should be responsible for these tasks. The developed scale, which uses a semantic differential format, was completed by 142 graduates and 97 nongraduates in a college of education. A factor analysis of the scale indicated two factors, a conclusion supported by a Rasch analysis. Some differences in attributed responsibility were noted between graduates and nongraduates with the nongraduates rating responsibility for tasks higher for university effort than student effort. A two-group discriminant analysis predicted a group membership of 78% of the subjects. The scale is useful for assessing attitudes of doctoral candidates in a college of education toward responsibility for dissertation tasks and for planning student advising based on these attitudes. An appendix contains the responsibility scale. (Contains 4 figures, 7 tables, and 11 references.) (Author/SLD)

ED 400 313   TM 025 688

Reckase, Mark D.
The Design and Field Test of the ACT Portfolio System.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; Cooperation; *Field Tests; High Schools; Language Arts; Mathematics Education; *Portfolio Assessment; Portfolios (Background Materials); Science Education; *Scores; Self Evaluation (Individuals); *Test Construction; Test Reliability; Test Results; Test Validity
IDENTIFIERS- *ACT Assessment; American College Testing Program

The American College Testing Program (ACT) is field testing a portfolio assessment model. The field test is designed to determine whether it is possible to implement a portfolio assessment model on a national level that will result in scores that are of sufficient reliability and validity that they can be used for decisions at the student level. An early decision by the ACT was to develop the assessment with the direct collaboration of teachers. Representatives of national education organizations nominated schools to participate, and seven schools were selected as design partners for the

made the wrong choice. In the U.S. history sample, the preferred essay correlated 0.40 with an external criterion score versus 0.34 for the other essay. In the European history sample, the preferred essay correlated 0.52 with the external criterion compared to 0.44 for the other topic. An appendix presents the U.S. and European history standard topics. (Contains four figures, five tables, and five references.) (Author/SLD)

ED 400 333   TM 025 738

Bridgeman, Brent; And Others
The Reliability of Document-Based Essay Questions on Advanced Placement History Examinations.
PUB DATE- Feb 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Placement; *Constructed Response; Correlation; *Essay Tests; European History; High Schools; *High School Students; *Reliability; *Scores; United States History
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

If a student writes two essays, the score reliability can be estimated from the correlation between essays. However, if the essays are in different modes or require different skills, the reliability may be underestimated from the correlation. In Advanced Placement history examinations, students wrote one standard essay and one essay that required analysis and synthesis of historical documents that were included with the question statement. If these Document-Based Questions (DBQs) were assessing substantially different skills from the standard essays, then the reliability of DBQ scores would be underestimated from their correlation with a standard essay score. A sample of 1,045 U.S. history students and 891 European history students participated in a special study in which they wrote essays for either 2 DBQ questions and 1 standard essay question or 3 standard essay questions. The DBQ correlated as highly with a standard essay as with another DBQ, suggesting that the simple correlation of the two types of scores did not underestimate the reliability of the essay scores. Appendix A lists standard essay topics, and Appendix B presents DBQ topics. (Author/SLD)

ED 400 334   TM 025 747

Principles and Indicators for Student Assessment Systems.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Community Involvement; Educational Assessment; Educational Improvement; Elementary Secondary Education; *Equal Education; *Professional Development; *Student Evaluation; Test Bias; Test Construction; *Test Use
IDENTIFIERS- *Educational Indicators

The National Forum on Assessment, a coalition of education and civil rights organizations, offers these principles and indicators to help guide the development of assessment systems that can meet the needs of today's educational environment. The information on the socioeconomic conditions of Latinos, African Americans, Asian/Pacific Islanders, and Whites in San Francisco, based on an analysis of U.S. Census data for 1970, 1980, and 1990. Although it presents comparative information on the four population groups, the focus is on Latino families and children, who constitute 14% of the city's total population. A separate section explores demographics and socioeconomic status in the city's Mission district, one of 13 census districts in San Francisco. Since 1980 the number of Latinos in the Mission district has increased, to the point where 30% of the Latino population lives in the Mission. Section 1 presents data on the current socioeconomic condition of the population groups over time. Section 2 examines the Mission district in greater detail. Forty percent of the Latino population is of Mexican origin, with 5% of Puerto Rican and 2% of Cuban origin. The remainder are "other Hispanic," primarily Salvadorean and Guatemalan. Almost a quarter of the city's Latino population is under the age of 18. Twenty-three percent of the city's Latino children live in female-headed families; 20% of the city's Latino children live in poverty; and forty-nine percent of the children in the city's school district speak Spanish. Latinos lag behind other groups in educational attainment and continue to have the highest school dropout rate. (Contains 53 figures, 20 tables, 2 maps, and 29 references.) (SLD)

ED 400 353 UD 031 315

No Room for the Inn. A Report on Local Opposition to Housing and Social Services Facilities for Homeless People in 36 United States Cities.
PUB DATE- Dec 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Attitudes; Community Support; *Group Homes; *Homeless People; *Housing; Land Use; Legislation; Public Opinion; Public Policy; Social Attitudes; *Social Services; Urban Areas; *Urban Problems; Zoning
IDENTIFIERS- Public Interest

In December 1994 the National Law Center on Homelessness and Poverty published an analysis of antihomeless laws and policies in 42 American cities. This report draws on those findings to focus on attempts to shut down or exclude service providers. Searches of the media, telephone interviews with service providers and public interest groups and attorneys, and government information provided the material for the report. The document provides sixty-one examples of local government and resident opposition to the siting or operation of housing and services for homeless people from 36 local jurisdictions involving 50 proposed or existing facilities or services. Of the 61 examples, 21 proposed projects were halted, 3 existing facilities were forced to close, 2 were forced to move, 5 government-run facilities were closed by the jurisdiction, 18 service providers were able to establish or continue the opposed program largely as planned, and 9 cases remained unresolved. The most common approach to exclusion of service providers is the application of zoning and building codes. Even in areas where the service provider was able to overcome local opposition, the need to counter that opposition almost invariably imposed costs in terms of time, effort, and money that could have been used to provide housing and services. "Not in my backyard," or "Nimby," opposition is particularly

ED 400 294 TM 025 570

Scheuneman, Janice Dowd; Slaughter, Carole
Issues of Test Bias, Item Bias, and Group Differences and What To Do While Waiting for the Answers.
PUB DATE- May 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ethnic Groups; *Group Membership; *Item Bias; *Minority Groups; Psychometrics; Sex Differences; Test Use; *Test Validity
IDENTIFIERS- Item Bias Detection

A number of explanations have been offered for the differences in test performance among various population subgroups. This paper begins with a discussion of these explanations including the psychometric explanation that group differences are due to bias in the test. An overview of bias research argues that results to date are inconclusive. A theory of bias is introduced that provides a definition of bias and a framework that explains why the issues are so difficult to resolve. Bias is defined as the systematic over- or underestimation of the true abilities of a group of examinees formed according to some demographic variable such as sex or ethnicity. The framework also provides a connection between test bias and item bias. The concept of item bias is then distinguished from that of differential item functioning (DIF). DIF research is described as promising in many regards, but with major areas of uncertainty in the interpretation of its results. It has generally supported the reliability and validity of standardized tests for minority groups, but as long as research is based on hypothetical scenarios instead of solid, research-based theory, the question of whether test bias accounts for some portion of the observed differences between groups is likely to remain unanswered. Practical guidance is offered for those who must make important decisions about individuals without knowing the answers about test bias. (Contains 26 references.) (Author/SLD)

ED 400 295 TM 025 577

Hennings, Sara S.; And Others
A Comparison of Equating Methods Applied to Performance-Based Assessments.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; *Cutting Scores; Elementary School Students; Elementary Secondary Education; *Equated Scores; High School Students; *Item Response Theory; Norm Referenced Tests; *Performance Based Assessment; *Raw Scores
IDENTIFIERS- Anchor Tests; *Equipercentile Equating; *Graded Response Model; Partial Credit Model

Three methods of equating performance assessments are compared. Equipercentile equating, item response theory (IRT) partial credit model, and IRT graded response model methods were applied to the same data using an anchor test design. Comparisons are based primarily on the resulting raw score-to-development effort. Each appointed a teacher to the design team, which met to decide on a definition of the portfolio system and a concept for the field test. Eleven to 13 work sample descriptions were then developed for each of the content areas of language arts, mathematics, and science. At the beginning of the school year, the school determines five work sample descriptions that will be used for each course and students are given guidelines to help them in the formation of their portfolios, which eventually will include an item for each of the work sample areas. The five entries and the student's self-reflective letter are sent to the ACT for scoring. Pilot implementation and study with 35 teachers resulted in a revised system that 22 schools will test in the 1995-96 school year. (Contains 1 table and 10 references.) (SLD)

ED 400 314 TM 025 689

Davey, Tim; And Others
Some New Methods for Mapping Ratings to the NAEP Theta Scale To Support Estimation of NAEP Achievement Level Boundaries.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; Elementary Secondary Education; Error of Measurement; *Estimation (Mathematics); Grade 4; Grade 12; Judges; *Least Squares Statistics; Mathematics Achievement; Maximum Likelihood Statistics; National Surveys; *Performance; *Probability; Reading Achievement
IDENTIFIERS- *Achievement Standards; Averaging (Mathematics); Jackknifing Technique; Mapping; *National Assessment of Educational Progress; Standard Setting

Some standard-setting methods require judges to estimate the probability that an examinee who just meets an achievement standard will answer each of a set of items correctly. These probability estimates are then used to infer the values on some latent scale that, in theory, determines an examinee's responses. The paper focuses on the procedures used to convert the probability estimates into performance standards. A number of procedures are described that have been traditionally used, including simple summation, simple ability averaging, weighted ability averaging, and least squares statistics. Some new procedures for estimating achievement standards from subjective probability estimates include an unweighted least squares approach, maximum likelihood (MLE), and modifications to MLE that consider posterior distributions. MLE, unweighted least squares, and simple ability averaging techniques were applied to data from the 1992 National Assessment of Educational Progress reading and mathematics tests for grades 4 and 12. These three approaches were evaluated with a jackknife design. Results for the different procedures were different, with lower achievement results and smaller standard errors from the MLE and least squares procedures than from the traditional simple ability averaging. The most desirable approach, however, may still depend on other than statistical criteria. (Contains one figure, six references, and five tables.) (SLD)

ED 400 315 TM 025 698

following principles reflect that the key purpose of assessment is to serve learning: (1) the primary purpose of assessment is to improve student learning; (2) assessment for other purposes supports student learning; (3) assessment systems are fair to all students; (4) professional collaboration and development support assessment; (5) the broad community participates in assessment development; (6) communication about assessment is regular and clear; and (7) assessment systems are regularly reviewed and improved. Included with the statement of principles are a glossary, a 39-item bibliography, a list of 10 resource organizations, a discussion of how the principles were developed, a summary of the principles, and a list of organizational and individual signers. (SLD)

ED 400 335 TM 025 759

Schafer, William D.; And Others
Intersection Point Confidence Intervals as an Alternative to the Johnson-Neyman Technique.
PUB DATE- 9 Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). Small print in tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Estimation (Mathematics); *Predictor Variables; *Regression (Statistics)
IDENTIFIERS- *Confidence Intervals (Statistics); *Johnson Neyman Technique

An alternative is proposed for the Johnson-Neyman procedure (P. O. Johnson and J. Neyman, 1936). Used when heterogeneous regression lines for two groups are analyzed, the Johnson-Neyman procedure is a technique in which the difference between the two linear regression surfaces for the criterion variate (Y) is estimated conditional on a realization of the predictor variate (X). The motivation of the alternate procedure is to estimate the point on the X variate at which two heterogeneous regression surfaces intersect. An expression of the standard error of the estimate provides, at a given level of alpha, a closed confidence interval for the point of intersection and open regions in the domain of X in which it may be stated with confidence that they do not span the point of intersection. The procedure is illustrated, and its accuracy evaluated through simulation. An advantage of the intersection-point confidence-interval procedure is primarily that it declares significant all differences between estimated regression surfaces that are larger than those in the nonsignificant region, should a significant region exist. Situations under which the Johnson-Neyman procedure is preferable are discussed. (Contains 7 tables and 10 references.) (SLD)

ED 400 336 TM 025 762

Fan, Xitao; And Others
The Effects of Sample Size, Estimation Methods, and Model Specification on SEM Indices.
PUB DATE- 9 Apr 96
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

unfortunate in that opponents' fears about service facilities are unfounded. Neighbors of these facilities frequently come to view them with approval after they have been established for some period of time. (Contains three tables.) (SLD)

ED 400 354 UD 031 317

Rios, Francisco A., Ed.
Teacher Thinking in Cultural Contexts. SUNY Series, The Social Context of Education.
PUB DATE- 96
NOTE- 408p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Cognitive Processes; Constructivism (Learning); *Context Effect; Cultural Awareness; *Cultural Differences; *Educational Practices; Ethnicity; Hispanic Americans; Knowledge Base for Teaching; *Multicultural Education; Racial Differences; *Teacher Education; *Teaching Methods; Urban Schools
IDENTIFIERS- African Americans; Latinos

This collection sheds light on current research on teacher thinking in cultural contexts and identifies promising practices in teacher education that take the most salient contextual variables into account. Teacher cognition as influenced by race, ethnicity, and culture is explored in: (1) "Teacher Thinking in Urban Schools: The Need for a Contextualized Research Agenda" (Alfredo J. Artiles); (2) "Teachers', Administrators', and Staff's Implicit Thinking about 'At-Risk' Urban High School Latino Students" (Martha Montero-Sieburth); (3) "Teacher Thinking and Perceptions of African-American Male Achievement in the Classroom" (Clara A. New); (4) "Resistance and Rethinking: White Student Teachers in Predominantly African-American Schools" (Maureen D. Gillette); (5) "Teachers' Principles of Practice in Teaching in Multicultural Classrooms" (Francisco A. Rios); (6) "Teaching Writing in a Multicultural Classroom: Students and Teacher as Storytellers" (Dawn Abt-Perkins); (7) "Tacit Messages: Teachers' Cultural Models of the Classroom" (Mary Lynn Hamilton); (8) "Teachers' Choices for Infusing Multicultural Content: Assimilating Multicultural Practices into Schemata for Instruction in the Content Area" (Carmen Montecinos and Deborah L. Tidwell); (9) "Teaching Concerns Revisited: The Multicultural Dimension" (Patricia L. Marshall); (10) "Using a Constructivist Approach To Challenge Preservice Teachers' Thinking about Diversity in Education" (Teresita E. Aguilar and Cathy A. Pohan); (11) "Learning To Teach in Cross-Cultural Settings: The Significance of Personal Relations" (Linda Valli); (12) "Coalition Building as a Means for Changing Teachers' Cultural Knowledge about Multicultural Education" (Marilynne Boyle-Baise and Judith Washburn); and (13) "Conclusion. New Directions in Teacher Thinking: Linking Theory to Practice" (David Whitehorse). (Contains 4 figures, 12 tables, and 558 references.) (SLD)

ED 400 355 UD 031 318

Eaker-Rich, Deborah, Ed.; Van Galen, Jane, Ed.
Caring in an Unjust World: Negotiating Borders and Barriers in Schools.
PUB DATE- 96
NOTE- 251p.

raw score tables and the effects these tables have on the classification of students in terms of two cut scores. The design entailed administering the performance assessment and a norm-referenced test, the anchor test, to each student. Matched data from between 4,950 and 7,820 students were analyzed at grades 3, 5, 8, and 10 in 1993 and 1994. The norm-referenced tests were the Iowa Tests of Basic Skills at the lower grades, and the Tests of Achievement and Proficiency for grade 10. All three methods produced relatively consistent results. In examining the percentage of students classified into performance levels in 1993 versus 1994 with the three equating methods, the equipercentile method produced the most consistent results. Both the partial credit and graded response methods had more deviation in the classification rates with the graded response model being more inconsistent. (Contains two figures, three tables, and seven references.) (SLD)

ED 400 296 TM 025 581

Hambleton, Ronald K., Slater, Sharon C.
Are NAEP Executive Summary Reports Understandable to Policy Makers and Educators?
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 78p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Comprehension; *Educational Administration; Educational Policy; Educational Research; Elementary Secondary Education; Interviews; National Surveys; *Policy Formation; *Research Reports; Statistics
IDENTIFIERS- *National Assessment of Educational Progress

The extent to which National Assessment of Educational Progress (NAEP) Executive Summary reports are intelligible to policy makers and educators was studied, and recommendations were offered for improving NAEP reporting practices. Detailed interviews were conducted with 59 policy makers and educators. In general, these two groups had considerable difficulty with the presentation of results in the Executive Summary report they were given. Misunderstandings and mistakes in reading the NAEP report were common. Many of the people interviewed had limited prior exposure to the NAEP, were unfamiliar with its reporting scale, and had a limited knowledge of statistics. These shortcomings contributed substantially to the problems encountered in reading the Executive Summary reports. Several recommendations are offered for report improvement. First, all displays of data should be field tested prior to their use in NAEP reports. A second recommendation is that NAEP reports for policy makers and educators should be simplified considerably. A third recommendation is that NAEP reports tailored to particular audiences may be needed to improve clarity, understandability, and usefulness. Appendixes display key tables and figures from the executive summary of the NAEP 1992 mathematics report card, describe participant characteristics, and present the interview protocol. (Contains 9 tables and27 references.) (SLD)

ED 400 297 TM 025 614

Edmondson, Katherine M.; Smith, Donald F.
Concept Mapping To Facilitate Veterinary Students' Understanding of Fluid and Electrolyte Disorders.
PUB DATE- Apr 96
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Concept Mapping; Curriculum Development; *Metacognition; *Student Attitudes; Teacher Attitudes; *Veterinarians; *Veterinary Medical Education
IDENTIFIERS- Case Method (Teaching Technique); Problem Based Learning

Concept maps have been used successfully in science and mathematics education in a variety of settings. This paper describes the application of the metacognitive tool, concept mapping, to the development of an integrated veterinary curriculum, to the development of case-based exercises for problem-based learning, and as a learning tool for students working individually or in small groups. Examples are drawn from courses developed for a new veterinary curriculum implemented in 1993. Special attention is paid to a course taught to 65 veterinary students in the spring of 1995 on fluid and electrolyte disorders. Concept maps were integral to the design and delivery of the course, and were included in the final examination. The use of concept maps to this extent was well received by students. The vast majority claimed that the concept maps greatly facilitated their understanding of the relevant pathophysiologic mechanisms contributing to an acid/base disturbance or fluid disorder. Responses from the faculty involved with the course were also very positive. It is argued that concept maps can help make conceptual relationships explicit, identify errors and omissions, and reveal misconceptions in students' understanding. (Contains 1 table, 6 figures, and 40 references.) (Author/SLD)

ED 400 316 TM 025 709

Perlman, Carole; And Others
The Effect of Extended Time Limits on Learning Disabled Students' Scores on Standardized Reading Tests.
PUB DATE- 9 Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Elementary Education; *Elementary School Students; Grade 4; Grade 8; *Learning Disabilities; *Reading Tests; *Scores; *Standardized Tests; Student Attitudes; Student Motivation; Test Format; Test Length; Test Reliability; Test Results; *Timed Tests
IDENTIFIERS- Iowa Tests of Basic Skills

Eighty-five fourth- and eighth-grade learning disabled students whose individualized education plans specified untimed achievement testing were tested with the Reading Comprehension subtest of the Iowa Tests of Basic Skills, either according to the publisher's 40-minute time limit or with an extended time limit of 2 hours, 30 minutes. Results were compared with those

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Goodness of Fit; *Mathematical Models; Monte Carlo Methods; *Sample Size; *Structural Equation Models
IDENTIFIERS- Covariance Matrices; *Specification Error

A Monte Carlo simulation study was conducted to investigate the effects of sample size, estimation method, and model specification on structural equation modeling (SEM) fit indices. Based on a balanced 3x2x5 design, a total of 6,000 samples were generated from a prespecified population covariance matrix, and eight popular SEM fit indices were studied. Two primary conclusions were suggested. First, for misspecified models, some fit indices appear to be noncomparable in terms of the information they provide about model fit; some fit indices also seem to be more sensitive to model misspecification. Second, estimation method strongly influenced almost all the fit indices examined, especially for misspecified models. These two issues do not appear to have been well documented in the previous literature. Perhaps the focus of most previous simulation studies on correctly specified models may have failed to detect these dynamics. It is further suggested that future research should study not only different models relative to model complexity, but also a wider range of model specification conditions, including correctly specified models as well as models specified incorrectly to varying degrees. (Contains 2 figures, 6 tables, and 26 references.) (Author/SLD)

ED 400 337 TM 025 772

Yakimowski, Mary; And Others
Impact of State and Federal Student Assessment Legislation on Curriculum, Instruction, and Student Learning: The Perspectives from California, Colorado, Connecticut and Illinois School Districts.
PUB DATE- Apr 96
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Enrollment; *Federal Legislation; Learning; Program Descriptions; Program Implementation; School Districts; *State Legislation; State Programs; *Testing Programs; Test Use
IDENTIFIERS- California; Colorado; Connecticut; Illinois; Impact Evaluation; Testing Effects

The goal of this paper, and the symposium it represents, is to provide an examination of the perspectives of district personnel from four diverse states. The papers present the current status of legislated student assessment programs in California, Colorado, Connecticut, and Illinois. Similarities and differences in implementation methodology are discussed. Results are presented from an interstate survey of district test directors relative to assessment trends and the impact of the state programs. The current status of plans relative to the evaluation of programs funded by Title 1 is reviewed. The following chapters are included: (1) "The California Perspective" (Mardel R. Kolls); (2) "The Colorado Perspective" (Kevin Matter); (3) "The Connecticut Perspective" (Mary E.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cooperation; Cultural Pluralism; Educational Environment; *Elementary Secondary Education; Homosexuality; *Instructional Leadership; *Interpersonal Relationship; *Justice; Minority Groups; Sex Fairness; Social Class; *Teacher Student Relationship; Urban Schools
IDENTIFIERS- *Caring; Marginality

Authors of this collection address the difficulties and complexities of apprehending the reality of "others" when the caregivers or those receiving care or both are from historically marginalized groups. Caring across social barriers as demonstrated in caring relationships in schools is explored in: (1) "Caring and the Open Moment in Educational Leadership: A Historical Perspective" (Jackie M. Blount); (2) "Justice or Caring: Pedagogical Implications for Gender Equity" (Jan Streitmatter); (3) "Uncommon Caring: Male Primary Teachers as Constructed and Constrained" (James R. King); (4) "Forbidden To Care: Gay and Lesbian Teachers" (Rita M. Kissen); (5) "Understanding Caring in Context: Negotiating Borders and Barriers" (Jaci Webb-Dempsey, Bruce Wilson, Dickson Corbett, and Rhonda Mordecai-Phillips); (6) "Caring and Continuity: The Demise of Caring in an African-American Community, One Consequence of School Desegregation" (Van Dempsey and George Noblit); (7) "Interpersonal Caring in the 'Good' Segregated Schooling of African-American Children: Evidence from the Case of Caswell County Training School" (Emilie V. Siddle-Walker); (8) "Caring in Community: The Limitations of Compassion in Facilitating Diversity" (Jane A. Van Galen); (9) "Caring in One Urban High School: Thoughts on the Interplay among Race, Class, and Gender" (Lynn G. Beck and Rebecca L. Newman); (10) "Caring as Empowerment: School Collaboration and Community Agency" (Carmen I. Mercado and Members of the Bronx Middle School Collaborative); and (11) "Conclusion" (Deborah Eaker-Rich, Jane A. Van Galen, and Ellen L. Timothy). References follow each chapter. (SLD)

ED 400 356 UD 031 319

Hagedorn, John M.; Macon, Perry
People and Folks. Gangs, Crime and the Underclass in a Rustbelt City.
PUB DATE- 88
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; Disadvantaged Youth; Ethnic Groups; *Hispanic Americans; *Juvenile Gangs; Minority Groups; Peer Groups; Poverty; Social Class; *Social Support Groups; *Urban Youth; Welfare Recipients; Youth Clubs
IDENTIFIERS- California (Los Angeles); Chicanos; *Underclass; *Wisconsin (Milwaukee)

Minority gangs of the 1980s are examined as groups of juveniles and young adults and as a fraction of the forming underclass. Gangs today no longer disappear as their ethnic groups rises socially. Instead, gangs are becoming institutionalized in the central cities. This discussion of prior research in Los Angeles (California) and more recent studies in Milwaukee (Wisconsin) demonstrates that gangs are quite different than they were in the past. Underclass in this discussion refers to people permanently excluded from participation in mainstream

Johanson, G.; And Others

The Evaluation of the Lead Teacher Project.

PUB DATE- Apr 96

NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 4-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Course Evaluation; Curriculum; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; Instructional Leadership; *Mathematics Instruction; Partnerships in Education; Program Evaluation; *Science Instruction; Standards; Student Attitudes; Teaching Methods; Workshops

IDENTIFIERS- California Achievement Tests; Ohio University

The Lead Teacher Project at Ohio University included 84 teacher participants who represented 42 schools from 13 school districts in Appalachian Ohio. The project was designed to enhance the teaching and learning of science and mathematics at the elementary school level by helping the teacher participants develop skills, knowledge, attitudes, and leadership capabilities. The project, funded by federal, state, and local sources, used the resources of a range of experts at Ohio University in working partnerships for teacher training. The evaluation of the project was, in many ways, as diverse as the project itself. It was first necessary to evaluate the effectiveness of the teacher-education courses. This was done through a course evaluation questionnaire, weekly surveys, and informal discussions. Some analyses used the teacher as the unit of analysis and others used the teacher's students as the point of analysis. Student achievement was measured through the California Achievement Test, a process skills instrument created for the evaluation, and a curriculum standards survey for teachers was designed and implemented. Student attitudes toward mathematics and science were recorded by a project-developed instrument. Growth in teacher leadership skills was assessed through still another project-developed instrument. In general, the project was evaluated with respect to student performance, teacher performance, school building changes, and leadership. These measurements demonstrate the effectiveness of the project. (SLD)

from a parallel form of the test administered 8 months earlier. Measures included grade-equivalent and normal curve equivalent scores, completion rates, amount of time needed to complete the test, and KR-20 reliabilities based on students in each cell. All but one of the fourth graders in the extended time group finished the test in the publisher's time limit. Twenty-two of the 26 eighth graders in the unlimited time group took longer than the publisher's limit. Despite some methodological problems centering around student motivation and attitudes toward testing, the study suggested that the test may be more reliable when administered without time limits, and students' merely knowing that unlimited time is available may yield higher scores, even if no additional time is actually used. (Contains 5 tables and 10 references.) (Author/SLD)

ED 400 317 TM 025 713

Ito, Kyoko; Sykes, Robert C.
A Comparison of Three Equating Approaches to A Random-Groups, Common-Forms Design.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Equated Scores; *Error of Measurement; Grade 11; High Schools; High School Students; *Statistical Bias; *Test Format
IDENTIFIERS- *Calibration; *Chained Equipercentile Equating

Equating multiple test forms is frequently desired. When multiple forms are linked in a chain of equating, error tends to build up in the process. This paper compares three procedures for equating multiple forms in a common-form design where each school administered, in a spiraled fashion, only a subset of multiple forms. Data used were from a tryout administration of a grade-11 proficiency examination for which 10 forms of reading, 10 of science, and 9 of mathematics examinations were administered. The results were evaluated with regard to the amount of equating error. The three approaches differed in terms of the presence or absence of "explicit" equating of equivalent groups based on the observed ability distributions and whether calibration samples were combined across common forms or not. The approach that involved explicit equating and combined-group calibrations resulted in less bias and standard error. (Contains two numbered tables, four numbered figures, five unnumbered tables, two unnumbered figures, and nine references.) (Author/SLD)

Yakimowski); and (4) "The Illinois Perspective" (Carole Perlman). Survey results represented about 35% of the student enrollment in California (84 school districts), over 53% of students in Colorado (55 districts), 50.1% of Connecticut students (104 districts), and 59 districts in Illinois. An appendix contains the survey text. (SLD)

ED 400 338 TM 026 067

Geddes, Claire
Mini-Compendio de cifras en educacion, 1995 (Mini-Digest of Education Statistics, 1995).
PUB DATE- Aug 96
NOTE- 71p.; For the English version, see TM 025 088.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; College Graduates; Dropouts; *Educational Finance; Elementary School Teachers; *Elementary Secondary Education; *Enrollment; Expenditures; *Higher Education; High School Graduates; Income; *Minority Groups; *Outcomes of Education; Secondary School Teachers; Spanish
IDENTIFIERS- National Center for Education Statistics

This publication presents statistical information about elementary, secondary, and higher education in the United States in compact form. This information is presented in much greater detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." In 1995 there were about 45 million students in public elementary and secondary schools, and an additional 5.7 million in private schools. These figures indicate a substantial increase over enrollments in 1985, as charts detail. This trend is expected to continue, with approximately 37.3 million students expected in the elementary grades in 1996, and a projected enrollment of 14.4 million in secondary schools. The proportion of minority students has increased in U.S. schools since 1984, reaching about 32.4% in 1994. In 1995, approximately 9 million students in higher education attended four-year schools and about 6 million attended two-year schools. Data are also provided on the number of teachers at each level of education, teacher salaries, and teacher characteristics. A section presents information on the outcomes of education, with data on graduates, dropouts, and literacy rates. A final section contains statistical data about educational finance, including income and expenditures, and sources of student aid and scholarships. (Contains 12 figures and 30 tables.) (SLD) occupations who survive through a combination of economic resources that can include welfare and profits from crime. In neither of the Chicano communities studied in Los Angeles or Milwaukee have the gangs become involved in an organized crime infrastructure. Instead, a fraction of each gang clique moves into the underclass as the gang becomes an institutionalized feature of some poverty communities and plays a role in the perpetuation of the underclass. In both cities gangs have also become support groups in correctional settings. Interviews with 47 gang members from 19 of Milwaukee's gangs form the basis of this exploration. Five appendixes present the study questionnaire and four tables of gang data. (Contains 3 figures, 6 tables, 4 appendix tables, and 144 references.) (SLD)

ED 400 357 UD 031 320

Fischer, Claude S.; And Others
Inequality by Design: Cracking the Bell Curve Myth.
PUB DATE- 96
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Environmental Influences; *Equal Education; Equal Opportunities (Jobs); Ethnicity; *Free Enterprise System; Genetics; Heredity; *Intelligence; Intelligence Tests; Minority Groups; Nature Nurture Controversy; *Racial Differences; *Social Class; Social Problems
IDENTIFIERS- *Bell Curve (Herrnstein and Murray); *National Longitudinal Survey of Youth; Social Constructivism

The strongest recent statement that inequality in America is the natural result of a free market came in "The Bell Curve: Intelligence and Class Structure in American Life" by Richard Herrnstein and Charles Murray. These authors argued that intelligence determines how well people do in life, and the rich are rich largely because they are intelligent, the poor largely because they are not, and the middle class in middle circumstances mainly because they are of middling intelligence. The "Bell Curve" also attributed the strong connection of inequality to race and ethnicity to the fact that minorities, by nature, are not as intelligent as the dominant society. This book uses the data from the National Longitudinal Survey of Youth used by Herrnstein and Murray to demonstrate that, contrary to their conclusions, inequality in America is not the inevitable result of free markets operating on natural intelligence, but that it is a social construction molded by social environment and conscious social policy. Americans have created inequality and they maintain it. Specific chapters examine arguments of "The Bell Curve" and show that inequality can be changed, and has, in fact, been changed to some extent already. (Contains 3 tables, 24 figures, and 446 references.) (SLD)

ED 400 358 UD 031 336

Cartledge, Gwendolyn; Milburn, JoAnne Fellows
Cultural Diversity and Social Skills Instruction: Understanding Ethnic and Gender Differences.
PUB DATE- 96
NOTE- 397p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

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Teaching Art by Teleconferencing in Rural Schools. Rural Education Research Series No. 4.	45p.	L2	ED 400 134
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Virginia School Health Guidelines.	468p.	L1	ED 400 055
Voices of Women Aspiring to the Superintendency.	221p.	L3	ED 399 658

(171) Multilingual/Bilingual Materials

International Project on Technical and Vocational Education (UNEVOC). International Advisory Committee (First Session, Berlin, Germany, September 20-22, 1993). Final Report = Projet International pour l'Enseignement Technique et Professionnel (UNEVOC). Comite Consultatif International (Premiere Session, Berlin, Germany, 20-22 septembre 1993). Rapport Final.	42p.	L1	ED 399 357
International Project on Technical and Vocational Education (UNEVOC). International Advisory Committee (Second Session, Paris, France, December 12-14, 1994). Final Report = Projet International pour l'Enseignement Technique et Professionnel (UNEVOC). Comite Consultatif International (Deuxieme Session, Paris, France, 12-14 decembre 1994). Rapport Final.	62p.	L1	ED 399 358
International Project on Technical and Vocational Education (UNEVOC). International Advisory Committee (Third Session, Paris, France, October 2-4, 1995). Final Report = Projet International pour l'Enseignement Technique et Professionnel (UNEVOC). Comite Consultatif International (Troisieme Session, Paris, France, 2-4 octobre 1995). Rapport Final.	60p.	L1	ED 399 359
Las Mujeres: Mexican American/Chicana Women. Photographs and Biographies of Seventeen Women from the Spanish Colonial Period to the Present. Revised Edition.	45p.	L2	ED 400 215
101 Short Problems from EQUALS = 101 Problemas Cortos del programma EQUALS.	126p.	L3	ED 400 184
Remuneration of Graduates as at 1 July 1994. Main Report = Vergoeding van gegradueerdes soos op 1 Julie 1994. Hoofverslag.	147p.	L1	ED 399 438

AA - ERIC Processing and Reference Facility

AA001277	ED399347

CE - Adult, Career, and Vocational Education

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RC - Rural Education and Small Schools (continue)

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SP - Teaching and Teaching Education

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TM026358	ED400347
TM026359	ED400348

UD - Urban Education

UD031272	ED400349
UD031279	ED400350
UD031313	ED400351
UD031314	ED400352
UD031315	ED400353
UD031317	ED400354//
UD031318	ED400355//
UD031319	ED400356//
UD031320	ED400357//
UD031336	ED400358//
UD031337	ED400359//
UD031338	ED400360//
UD031339	ED400361
UD031340	ED400362
UD031341	ED400363
UD031342	ED400364
UD031343	ED400365

CS509356	ED399606

EA - Educational Management

EA027701	ED399607
EA027837	ED399608//
EA027841	ED399609
EA027842	ED399610
EA027843	ED399611
EA027844	ED399612
EA027846	ED399613
EA027847	ED399614
EA027848	ED399615
EA027857	ED399616//
EA027858	ED399617//
EA027859	ED399618//
EA027860	ED399619//
EA027861	ED399620
EA027862	ED399621
EA027865	ED399622
EA027866	ED399623
EA027867	ED399624
EA027868	ED399625
EA027870	ED399626
EA027871	ED399627
EA027872	ED399628//
EA027874	ED399629
EA027875	ED399630
EA027876	ED399631
EA027877	ED399632
EA027878	ED399633
EA027879	ED399634
EA027880	ED399635//
EA027881	ED399636//
EA027882	ED399637//
EA027883	ED399638//
EA027884	ED399639//
EA027886	ED399640
EA027887	ED399641
EA027888	ED399642
EA027889	ED399643
EA027890	ED399644
EA027891	ED399645
EA027892	ED399646
EA027893	ED399647
EA027894	ED399648
EA027895	ED399649
EA027896	ED399650
EA027897	ED399651
EA027902	ED399652//
EA027903	ED399653//
EA027904	ED399654//
EA027905	ED399655
EA027906	ED399656
EA027907	ED399657
EA027909	ED399658//
EA027911	ED399659
EA027916	ED399660
EA027917	ED399661
EA027918	ED399662
EA027919	ED399663
EA027920	ED399664
EA027921	ED399665
EA027922	ED399666

EA027923	ED399667
EA027925	ED399668
EA027962	ED399669
EA027963	ED399670
EA027965	ED399671
EA027966	ED399672//
EA027968	ED399673
EA027969	ED399674
EA027970	ED399675//
EA027971	ED399676
EA027972	ED399677
EA027973	ED399678
EA027974	ED399679
EA027975	ED399680
EA027976	ED399681
EA027977	ED399682
EA027978	ED399683

EC - Disabilities and Gifted Education

EC305015	ED399684
EC305016	ED399685
EC305017	ED399686
EC305018	ED399687
EC305019	ED399688
EC305020	ED399689
EC305021	ED399690
EC305022	ED399691
EC305023	ED399692
EC305024	ED399693
EC305025	ED399694
EC305026	ED399695
EC305027	ED399696
EC305028	ED399697
EC305029	ED399698
EC305030	ED399699
EC305031	ED399700
EC305032	ED399701//
EC305033	ED399702
EC305034	ED399703
EC305035	ED399704
EC305036	ED399705
EC305037	ED399706
EC305038	ED399707
EC305039	ED399708
EC305040	ED399709
EC305041	ED399710
EC305042	ED399711
EC305043	ED399712
EC305044	ED399713
EC305045	ED399714
EC305046	ED399715
EC305047	ED399716
EC305048	ED399717
EC305049	ED399718
EC305050	ED399719
EC305051	ED399720
EC305052	ED399721
EC305053	ED399722
EC305054	ED399723
EC305055	ED399724
EC305056	ED399725
EC305057	ED399726//
EC305058	ED399727

EC305059	ED399728
EC305060	ED399729
EC305061	ED399730
EC305062	ED399731
EC305063	ED399732
EC305064	ED399733
EC305065	ED399734
EC305066	ED399735
EC305067	ED399736
EC305068	ED399737
EC305069	ED399738
EC305075	ED399739
EC305079	ED399740//
EC305080	ED399741//
EC305081	ED399742//
EC305082	ED399743//
EC305083	ED399744//
EC305084	ED399745//
EC305085	ED399746//
EC305086	ED399747//
EC305087	ED399748//
EC305088	ED399749//
EC305089	ED399750//
EC305090	ED399751
EC305091	ED399752
EC305092	ED399753
EC305093	ED399754
EC305094	ED399755
EC305095	ED399756
EC305096	ED399757
EC305097	ED399758
EC305111	ED399759//

FL - Language and Linguistics

FL023343	ED399760
FL023832	ED399761
FL023841	ED399762
FL023920	ED399763
FL024087	ED399764
FL024089	ED399765
FL024090	ED399766
FL024091	ED399767//
FL024093	ED399768//
FL024094	ED399769//
FL024095	ED399770
FL024096	ED399771
FL024097	ED399772
FL024098	ED399773
FL024099	ED399774
FL024100	ED399775
FL024101	ED399776
FL024102	ED399777
FL024103	ED399778
FL024104	ED399779
FL024105	ED399780
FL024106	ED399781
FL024107	ED399782
FL024108	ED399783
FL024109	ED399784
FL024110	ED399785
FL024111	ED399786
FL024112	ED399787//
FL024113	ED399788

FL024115	ED399789
FL024116	ED399790
FL024117	ED399791
FL024118	ED399792
FL024119	ED399793
FL024120	ED399794
FL024121	ED399795
FL024122	ED399796
FL024123	ED399797
FL024125	ED399798
FL024126	ED399799
FL024127	ED399800
FL024128	ED399801
FL024129	ED399802
FL024130	ED399803
FL024131	ED399804
FL024132	ED399805
FL024133	ED399806
FL024134	ED399807
FL024135	ED399808
FL024136	ED399809
FL024137	ED399810
FL024138	ED399811
FL024139	ED399812
FL024140	ED399813
FL024141	ED399814
FL024142	ED399815
FL024143	ED399816
FL024144	ED399817
FL024146	ED399818
FL024148	ED399819
FL024149	ED399820
FL024153	ED399821
FL024155	ED399822
FL024156	ED399823//
FL024157	ED399824
FL024258	ED399825

HE - Higher Education

HE029411	ED399826
HE029412	ED399827
HE029413	ED399828
HE029414	ED399829
HE029415	ED399830
HE029416	ED399831
HE029417	ED399832
HE029418	ED399833
HE029419	ED399834
HE029420	ED399835
HE029421	ED399836
HE029422	ED399837
HE029433	ED399838
HE029434	ED399839
HE029435	ED399840
HE029436	ED399841
HE029437	ED399842
HE029438	ED399843
HE029439	ED399844
HE029440	ED399845
HE029441	ED399846
HE029445	ED399847
HE029480	ED399848
HE029481	ED399849

HE029482	ED399850
HE029483	ED399851
HE029484	ED399852
HE029485	ED399853
HE029486	ED399854
HE029487	ED399855
HE029488	ED399856
HE029490	ED399857
HE029491	ED399858
HE029494	ED399859
HE029495	ED399860
HE029496	ED399861
HE029497	ED399862
HE029498	ED399863
HE029499	ED399864
HE029500	ED399865
HE029501	ED399866
HE029502	ED399867
HE029503	ED399868
HE029504	ED399869
HE029505	ED399870
HE029506	ED399871
HE029507	ED399872
HE029508	ED399873
HE029509	ED399874
HE029510	ED399875
HE029511	ED399876
HE029512	ED399877
HE029513	ED399878
HE029514	ED399879
HE029516	ED399880
HE029517	ED399881//
HE029518	ED399882//
HE029519	ED399883
HE029520	ED399884
HE029521	ED399885
HE029522	ED399886
HE029523	ED399887
HE029524	ED399888
HE029525	ED399889
HE029526	ED399890
HE029527	ED399891
HE029528	ED399892
HE029529	ED399893
HE029530	ED399894
HE029531	ED399895
HE029532	ED399896
HE029533	ED399897
HE029534	ED399898
HE029535	ED399899
HE029536	ED399900
HE029537	ED399901
HE029538	ED399902
HE029539	ED399903
HE029540	ED399904
HE029541	ED399905
HE029542	ED399906//
HE029543	ED399907
HE029544	ED399908
HE029545	ED399909
HE029546	ED399910
HE029547	ED399911//
HE029548	ED399912//
HE029549	ED399913

HE029550	ED399914//
HE029551	ED399915
HE029552	ED399916
HE029553	ED399917
HE029554	ED399918
HE029555	ED399919
HE029556	ED399920
HE029557	ED399921//
HE029558	ED399922
HE029559	ED399923
HE029560	ED399924//
HE029561	ED399925
HE029562	ED399926//

IR - Information and Technology

IR018115	ED399927//
IR018116	ED399928//
IR018117	ED399929
IR056045	ED399930
IR056046	ED399931
IR056047	ED399932
IR056048	ED399933
IR056049	ED399934
IR056050	ED399935
IR056051	ED399936
IR056052	ED399937
IR056053	ED399938
IR056054	ED399939
IR056055	ED399940
IR056056	ED399941
IR056057	ED399942
IR056058	ED399943
IR056059	ED399944
IR056060	ED399945
IR056061	ED399946
IR056063	ED399947
IR056064	ED399948
IR056065	ED399949
IR056066	ED399950
IR056067	ED399951
IR056068	ED399952
IR056069	ED399953
IR056070	ED399954
IR056071	ED399955
IR056072	ED399956
IR056073	ED399957
IR056074	ED399958
IR056075	ED399959
IR056076	ED399960
IR056104	ED399961
IR056105	ED399962
IR056106	ED399963
IR056107	ED399964
IR056108	ED399965
IR056109	ED399966
IR056110	ED399967
IR056111	ED399968
IR056112	ED399969
IR056113	ED399970
IR056114	ED399971
IR056121	ED399972//
IR056122	ED399973//

JC - Community Colleges

JC940368	ED399974
JC940410	ED399975
JC960485	ED399976
JC960550	ED399977
JC960560	ED399978
JC960567	ED399979
JC960568	ED399980
JC960570	ED399981
JC960571	ED399982
JC960572	ED399983
JC960573	ED399984
JC960574	ED399985
JC960577	ED399986
JC960578	ED399987
JC960580	ED399988
JC960581	ED399989
JC960582	ED399990
JC960583	ED399991
JC960584	ED399992
JC960585	ED399993
JC960588	ED399994
JC960589	ED399995
JC960591	ED399996
JC960592	ED399997
JC960593	ED399998
JC960595	ED399999
JC960596	ED400000
JC960597	ED400001
JC960598	ED400002
JC960599	ED400003
JC960601	ED400004
JC960602	ED400005
JC960603	ED400006
JC960604	ED400007
JC960607	ED400008//
JC960608	ED400009
JC960609	ED400010
JC960610	ED400011
JC960611	ED400012
JC960612	ED400013
JC960613	ED400014
JC960614	ED400015
JC960615	ED400016
JC960616	ED400017
JC960617	ED400018
JC960618	ED400019
JC960619	ED400020
JC960624	ED400021
JC960625	ED400022
JC960626	ED400023
JC960627	ED400024
JC960632	ED400025
JC960636	ED400026
JC960637	ED400027
JC960638	ED400028
JC960639	ED400029
JC960640	ED400030

PS - Elementary and Early Childhood Education

PS024214	ED400031
PS024275	ED400032

PS024309	ED400033
PS024363	ED400034
PS024368	ED400035
PS024398	ED400036
PS024401	ED400037//
PS024411	ED400038
PS024415	ED400039
PS024423	ED400040//
PS024430	ED400041
PS024446	ED400042
PS024447	ED400043
PS024463	ED400044//
PS024494	ED400045
PS024496	ED400046
PS024515	ED400047
PS024518	ED400048
PS024520	ED400049//
PS024521	ED400050//
PS024522	ED400051
PS024523	ED400052
PS024532	ED400053//
PS024533	ED400054
PS024534	ED400055
PS024535	ED400056
PS024543	ED400057//
PS024546	ED400058//
PS024552	ED400059
PS024554	ED400060
PS024555	ED400061
PS024562	ED400062
PS024563	ED400063
PS024564	ED400064
PS024565	ED400065
PS024566	ED400066
PS024568	ED400067
PS024569	ED400068
PS024572	ED400069
PS024578	ED400070
PS024579	ED400071//
PS024581	ED400072
PS024582	ED400073
PS024585	ED400074
PS024587	ED400075
PS024590	ED400076
PS024592	ED400077
PS024593	ED400078
PS024594	ED400079
PS024595	ED400080//
PS024596	ED400081//
PS024597	ED400082
PS024598	ED400083
PS024599	ED400084
PS024600	ED400085
PS024602	ED400086
PS024603	ED400087
PS024604	ED400088//
PS024606	ED400089
PS024607	ED400090
PS024608	ED400091
PS024609	ED400092
PS024618	ED400093
PS024627	ED400094
PS024630	ED400095
PS024633	ED400096

PS024635	ED400097//
PS024636	ED400098//
PS024639	ED400099//
PS024645	ED400100
PS024646	ED400101
PS024647	ED400102
PS024648	ED400103
PS024650	ED400104
PS024653	ED400105
PS024654	ED400106
PS024655	ED400107
PS024656	ED400108
PS024657	ED400109
PS024658	ED400110
PS024659	ED400111
PS024661	ED400112
PS024662	ED400113
PS024665	ED400114
PS024670	ED400115
PS024689	ED400116
PS024690	ED400117
PS024697	ED400118
PS024701	ED400119
PS024705	ED400120
PS024710	ED400121
PS024720	ED400122
PS024740	ED400123
PS024741	ED400124
PS024743	ED400125

RC - Rural Education and Small Schools

RC019510	ED400126
RC020606	ED400127
RC020710	ED400128
RC020711	ED400129
RC020712	ED400130
RC020718	ED400131
RC020719	ED400132
RC020720	ED400133
RC020721	ED400134